

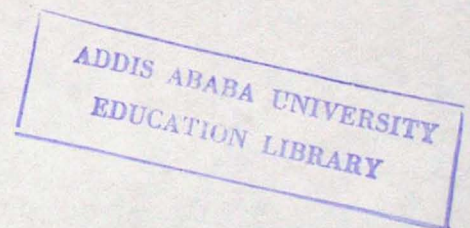
Addis Ababa University

School of Graduate Studies

A COMPARATIVE STUDY OF THE IMPLEMENTATION OF
APPRENTICESHIP TRAINING PROGRAM OF REGULAR
AND EXTENSION PROGRAMS:

The Case of St. Mary's University College

BY
SELEMON WORKU



March 2007
Addis Ababa

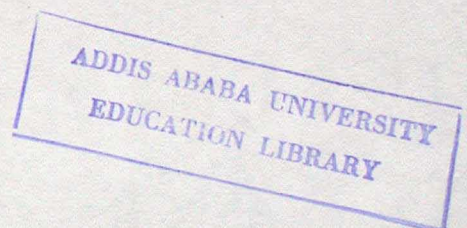
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EXTENSION PROGRAMS:**

The Case of St. Mary's University College

*A Thesis Presented to
The School of Graduate Studies
Addis Ababa University*

*In Partial Fulfillment of the
Requirements for the Degree of Master of Arts
In Vocational Education Management*

**BY
SELEMON WORKU**

February 2007
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TABLE OF CONTENTS

Title	Page
ACKNOWLEDGMENTS.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	iii
ACRONYMS.....	iv
ABSTRACT.....	v
CHAPTER ONE: THE PROBLEM AND ITS APPROACH	1
1.1. Introduction.....	1
1.2. Background of the Study	5
1.3. Statement of the Problem.....	6
1.4. Objectives of the Study	7
1.5. Significance of the Study	7
1.6. Delimitation of the Study.....	8
1.7. Limitations of the Study.....	9
1.8. Research Design and Methodology	9
1.8.1. Samples and Sampling Techniques	9
1.8.2. Source of Data and Data Gathering Tools	12
1.8.3. Data Analysis	13
1.9. Definitions of Terms.....	13
1.10. Organization of the Study	15
CHAPTER TWO: REVIEW OF RELATED LITERATURE	16
2.1. Background of Apprenticeship.....	16
2.1.1. Traditional analogue of Apprenticeship.....	16
2.1.2. Modern Analogue of Apprenticeship.....	16
2.2. The Concept of Apprenticeship	16
2.3. The Goal of ATP.....	18
2.4. Implementation of ATP	19
2.5. Planning and Managing of ATP	20
2.6. Curriculum and Guideline of ATP.....	21
2.6.1. A Guide to ATP.....	21
2.6.2. Curriculum of ATP	22
2.7. Placing Trainees for ATP.....	23
2.7.1. Duties and Responsibilities of the Institute	24
2.7.2. Duties and Responsibilities of the Trainees.....	25
2.7.3. Duties and Responsibilities of the Organization.....	27
2.8. Promotion of ATP.....	28
2.9. Facilities for ATP.....	29
2.10. Financing ATP	29
2.11. Evaluation of ATP	30
2.11.1. Evaluating the Training Program	30
2.11.2. Evaluation of Apprenticeship Trainees.....	31
2.11.3. Duties to be Performed by Both Parties Concerning Evaluation	31
2.11.4. The Major Points of Apprenticeship Evaluation	32
2.11.5. Evaluation and Report Formats	32
2.11.6. General and Detailed Evaluation Formats for Apprenticeship	32
2.11.7. Completion of Duties to be Filled by the Apprentice	32

2.11.8. Assessment and Certification.....	33
2.11.9. Trade Tasting and Certification in Addis Ababa	34
2.12. Follow-up or Monitoring Apprentices	34
2.13. The practice of Apprenticeship in some selected countries.....	35
2.13.1. Apprenticeship in U.S.A.	35
2.13.2. Apprenticeship in the United Kingdom	36
2.13.3. Apprenticeship in Germany	37
2.13.4. Apprenticeship in France	38
2.13.5. Apprenticeship in Sub-Saharan African countries.....	38
2.13.5.1. South Africa.....	39
2.13.5.2. Botswana.....	40
2.13.6. Apprenticeship in Ethiopia	40
CAPTER THREE: PRESENTATION AND ANALYSIS OF THE DATA.....	43
3.1. Characteristics of the Study Population	43
3.2. Presentation of Data	50
CHAPTER FOUR: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	75
4.1. Summary of the Findings.....	75
4.1.1. Managerial effectiveness	75
4.1.2. Manpower profile.....	77
4.1.3. Financial resources.....	78
4.1.4. Physical facilities	79
4.1.5. Evaluation & certification.....	79
4.1.6. Curriculum & guideline	79
4.2. Conclusion	80
4.3. Recommendations.....	80
BIBLIOGRAPHY	85
APPENDICES.....	88
Appendix I: Methods to promote Internship	
Appendix II: Detailed format of Internship planning for middle and higher level of Manufacturing and service giving organizations.	
Appendix III: Detailed plan of Internship of medium and higher producing and service giving organization	
Appendix IV: Detailed plan of Internship of medium and higher producing and service giving organizations	
Appendix V: General evaluation form for Internship	
Appendix VI: Detailed evaluation format on Internship	
Appendix VII: Example of detailed evaluation format	
Appendix VIII: Reporting sheet for trainees	
Appendix IX: Contents of Memorandum of agreement for Internship	
Appendix X: Interview for TVET Principals	
Appendix XI: Questionnaire for Apprenticeship Trainees	
Appendix XII: Interview for Apprenticeship program Coordinators	
Appendix XIII: Questionnaire for Supervisors of Workplace	
Appendix XIV: Observation Check-list	
Appendix XV: Apprenticeship Regulation	
Appendix XVI: Apprenticeship Results of Extension & Extension Program trainees	
Appendix XVI: Names of Apprenticeship Offering Organizations	

LIST OF TABLES

Table No	Title	Page
I.	Training Programs, Requirements, Duration and Admission Fees of SMUC.....	4
II.	TVET 10+3 Trainees sample size in their field of study in 2005/06.....	11
III.	Description of Trainees by Sex, Training Programs & Field of study	43
IV.	Description Supervisors' Qualification ,Field of Study & Service Years	45
V.	Conditions of Trainees Accommodation & Proximity of Organization.....	48
VI.	Conditions of Legal Framework for ATP	50
VII.	Criteria Used to Select Organizations & Assignment of Trainees	53
VIII.	The Role of Organizations Offering Apprenticeship Training.....	57
IX.	Role of the Institution\ SMUC in promoting ATP	61
X.	The Roles of Trainees during Apprenticeship Training	64
XI.	Financing Apprenticeship Training	65
XII.	Reasons for Incurring Loss due to Apprenticeship Training.....	67
XIII.	Incentives to Promote Apprenticeship Training	67
XIV.	Adequacy and Appropriateness of the Apprenticeship Training Schedule	68
XV.	Factors Affecting Retention and Completion of Apprenticeship Training.....	70
XVI.	Reasons for Exclusion of Trainees from Apprenticeship Training	71
XVII.	Reasons for Inconvenience of the Duration of Apprenticeship Training	72
XVIII.	Manpower Profile Evaluation.....	72
XIX.	Adequacy of Workshop Facilities.....	73
XX.	One Way ANOVA for Apprenticeship Training Result.....	74
XXI.	Summary of One Way ANOVA.....	74

ACRONYMS

The following acronyms are used in the study

AAU	Addis Ababa University
ANOVA	Analysis of Variance
ATP	Apprenticeship Training Program
ETP	Education and Training Policy
ESLCE	Ethiopian School Leaving Certificate Examination
FNG	Federal Negarit Gazeta
GTZ	German Technical Zone
GDR	German Democratic Republic
ILO	International Labor Organization
IT	Information Technology
ITA	Industry Training Authority
MOE	Ministry of Education
PHRDPO	Policy and Human Resource Development Project Office
SMUC	St. Mary's University College
SSA	Secondary School Apprenticeship
SSOM	Secretarial Science and Office Management
TVET	Technical Vocational Education and Training
UNESCO	United Nations, Educational, Scientific and Cultural Organization
WSATC	Washington State Apprenticeship and Training Council

ABSTRACT

This thesis was aimed at conducting a research study entitled "A Comparative Study of the Implementation of Apprenticeship Training Program (ATP) of Regular and Extension programs of St. Mary's University College (SMUC)". The main purpose of the study was to investigate the similarities and differences in regular and extension programs in terms of inputs and processes on the implementation of apprenticeship training program. In light of this, an attempt was made to look into the basic questions that are related to managerial effectiveness, manpower profile, financial resources, physical facilities, curriculum and guidelines as well as evaluation and certification were the focus of the study.

Methodologically, a comparative method was employed to compare the similarities and differences between regular and extension programs of a private TVET institution named SMUC. Availability, random, purposive stratified random sampling and systematic sampling techniques were used in identification and selection of subjects of the study. The subjects of the study were 284 trainees, 100 supervisors/trainers of the work place, 3 coordinators and 2 principals of the SMUC. The data drawn were collected by means of questionnaire, interview, and observation check list and then transcribed for analysis.

Method of analysis were employed by using the following statistical tools, such as percentage, chi-square, t-test and ANOVA.

The findings of the study revealed that the apprenticeship training were not supported by legal framework similarly for both regular and extension programs, assignment of trainees and selection of organizations were undertaken in haphazard manner for there were no preset criteria for both regular and extension programs. As a result of t-test there was significant difference between the two groups. To this effect, the adequacy of work shop facilities in extension program was better than regular program in the work place. The result of ANOVA also indicates that there were significant differences between regular and extension programs. Thus, the mean result of apprenticeship training was better in regular program than extension program. On the top of this, in school and work place follow-up activities were better in regular program than extension program. Hence, it was concluded that there were similarities and differences between regular and extension programs. Therefore, it is recommended that the employers and SMUC should be committed to share their responsibilities for effective implementation of ATP.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Introduction

Apprenticeship training programs (ATP) have been viewed by many educators and policy makers as a viable option for the preparation of students, particularly those who are unlikely to attain a baccalaureate degree, for transition from school to work (Smith, 2005: 27).

Moreover, the state of Federal Democratic Republic of Ethiopia (1994:16) also introduced the new Education and Training Policy (ETP) and Education sector strategy in 1994 that made technical and vocational education development as one of the priority areas in the education system for human resource development within the country. The policy and strategy stipulate the provision of middle level technical and vocational training in areas of different sectors to students that have completed grade 10, the more emphasizes on the implementation of apprenticeship training program (ATP), the development of relevant curriculum, raising the standards of trainers, expand training facilities.

Having this policy, one of the strategies in realizing the education and training policy in the area of TVET is developing apprenticeship training program for the middle level skilled work force preparation.

Based on this fact in designing the curriculum, more emphasis should be given to develop practical skill than theoretical knowledge so as to make trainees confident, and productive citizens having the readiness for either self or wage employment.

It is with this intent that the Ethiopian government has recently diversified skill training areas and increased the number of training institutions mainly of private sectors for the purpose of producing junior and middle level manpower in different field of study (MOE, 2003:76)

However, no matter where an individual trainee attends a regular or extension program in the institution, its success greatly depends on a complete interaction of abilities, attitude and strengths, brought to school, the skill and knowledge of trainers and the quality of the training environment (kritsonis, 2004:8).

To this effect, in the implementation of ATP, more attention should be given to assess the similarities and differences of regular and extension programs. To attain the desired objectives in the development of trained manpower through applying the TVET programs, both demand sufficient inputs and effective processes in the implementation of the program should be considered.

According to the TVET strategy of Addis Ababa City government (2004:3) Addis Ababa as capital of Ethiopia has about 3.5 million inhabitants with an annual population growth rate of 2.8. The number of inhabitants directly depend on the informal sector of Micro and Small Enterprises (e.g. bakery, food preparation, etc.) are 150,000 and 100,000 inhabitants depend on the formal sector of Micro and Small Enterprises (e.g. metal work, carpenter, etc.). The unemployment rate Addis Ababa is assumed to be the highest in Ethiopia at around 38% and currently, about 500,000 inhabitants are unemployed. However, the informal and private sectors are increasingly providing employment opportunity to the work force of Addis Ababa. The average monthly income of 50% of the inhabitants of Addis Ababa is around 340 Ethiopian Birr. The vast majorities (80%) are living below the poverty threshold. 31% of the population is living in one room houses and 29% in two-room houses without adequate sanitation, 26% are without a kitchen, and 65% of the citizens have no access to safe drinking water, shelter, and toilets. Every year the labor market is expected to absorb an ever increasing number of new labor entrants over the age of 15 years. In 2004\05, for example, the number of trainees enrolled in Addis Ababa in government and non government were 13,827 (10+3), 12,943 (10+2), 6,101(10+1).

Since the TVET system in Ethiopia is currently in a reform process, the Addis Ababa TVET office aims to create a TVET system, which is wage and self-employment oriented and demand-driven for the appropriate development needs of Addis Ababa economy.

Since private TVET colleges are currently under the reform process of the Addis Ababa TVET office, this study mainly concentrates in one private TVET colleges of Addis Ababa namely St. Mary's University College (SMUC) as a case study in the implementation of ATP of regular and extension programs comparatively.

St. Mary's University College is one of the private higher education institutions in Addis Ababa Ethiopia. It was originally established as a language School. The foundation of the college took place on February 1999. Since the number of students in private higher education institutions is increasing at an alarming rate, St. Mary's currently has around 7000 Students in the conventionally mode of training, out of these about 3000 Students on regular and the rest 4000 Students are on extension program. In addition to this, about 47,000 students are on a Distance Education program within more than 57 different branches throughout Ethiopia and abroad. There are also more than 200 teaching Staff and more than 100 Supportive staff on full time basis.

The SMUC offers Diploma and Degree levels including TVET programs in Business, Law, and Information Technology and Education faculties for regular full time students and extension-part-time entrants who spent day time in other pursuits. In both program identical courses are offered with identical credit/ contact hours including ATP with partners of SMUC on work-sites out of the institution. Teaching methods examinations and evaluation procedures are also similar.

The Higher Education main Department of Ministry of Education determines the admission criteria for students enter into the college. The admission is normally based on Ethiopian School Leaving Certificate Examination /ESLCE/. The criteria for admission for both male and female students are different as per the policy of the Higher education main department of the ministry of education.

The TVET programs as stated in the new Education and Training Policy (ETP, 1994:16) are 10+1, 10+2, and 10+3. The admission criteria, the admission fees and the duration of the programs for degree and TVET regular and extension students are:

Table I
Training Programs, Requirements, Duration and Admission Fees of SMUC

Training Programs	Minimum Requirement		Duration		Admission Fees
	Male	Female	Regular	Extension	
10+1(certificate)	1.4	1.2	1 year	1 ½ yrs	50
10+ 2 (certificate)	1.8	1.6	2 yrs	2 ½ - 3 yrs	50
10+3 (Diploma)	2.0	2.0	3 yrs	5-6 years	50
(Degree program)	3.2 (ESLCE)	3.0(ESLCE)	3 Years	4 ½ - 5 yrs	100

Source: SMUC broacher for registration (2006)

In addition to the above table, a semester is considered as 4 months or 16 weeks and one year program is divided in to 2 or 3 semesters.

The tuition fees for certificate and diploma levels of TVET program is birr 3.125 per Contact hour. And for education non TVET program is birr 50 per credit hour and birr 80 per credit hour for Degree programs. The graduation criteria for TVET program, the maximum achievable mark is 50% and 2.00 for degree programs.

The major areas of specialization are Accounting, Marketing Management, Secretarial Science and Office Management (SSOM), Information Technology (IT) and Law are offered for diploma and certificate level for both regular and extension programs. The degree programs are Management, Marketing, Accounting and Law. In addition to these, fields like Mathematics, Basic Science, Civics, Amharic Language, English Language and Social Science are from education faculty. There are also other subjects included in the distance mode of training.

- ✓ This study mainly concentrates only on conventional mode of training, i.e., regular and extension division, regarding the implementation of ATP on entry 2004/05 trainees of 10+3 level TVET program in one of the private TVET colleges of Addis Ababa, namely SMUC. Thus, it may have a great importance for policy makers, administrators and counselors at the institutions of higher education to have a clear understanding on similarities and differences of regular and extension TVET programs in the implementation of the ATP.

1.2. Background of the Study

During medieval times apprenticeship system serves several functions as passing on knowledge from one generation to the next limiting access to the profession, and serving as quality control mechanism (VanLandingham, 2005:3)

✓ In addition to the above, apprenticeship system as indicated by Atchoarena (2002:183) as it is formed by a master artisan who acts as a sort of father figure, i.e., the transmission of knowledge is essentially based on observation and imitation. The system was not integrated with in the formal system but it belongs to what is commonly called the informal sector which requires practices from tradition.

✓ The rapid technological change and information has brought apprenticeship to be a combination of on-the-job training and related class-room instruction in which trainees learn the practical and theoretical aspects of a highly skilled occupation.

✓ The research study by Yekunoamlak (2000:75) recommended that for the successful implementation of ATP, the person in charge of the training should visit the apprentices regularly during the apprenticeship.

✓ Similar research findings from Ethiopia, for instance Masresha (2004:111-115) stated that the challenge in the implementation of ATP were the inadequateness of organizations for providing a sufficiently comprehensive and up-to-date experience to TVET trainees.

Moreover, in the Ethiopian context, apprenticeship is a prerequisite for the completion of middle level TVET program. Apprenticeship is conducted in productive and service giving organizations after the trainees do the corresponding training packages in the TVET institutions. The practice is usually undertaken during school vacations for flexible duration that may vary with areas and mode of training (MOE, 2002:5)

✓ With regard to sponsors Niznik (2001:1) states that apprenticeship programs are sponsored by joint employer, labor groups, individual employers, and/or employer associations.

✓ Similarly, apprenticeship training in developed countries is a win-win situation because it is a partnership between the training institution, the employer and the trainee for mutual advantage. However, in many developing countries, including Ethiopia, the link between training program and industries look not strong. Some enterprises are not willing to enroll inexperienced apprentices due to low capacity and fear of taking risk (Yekunoamlak, 2000:1).

The above research findings of different authorities tried to explain the implementation of ATP in relation to other local regions. This study focuses on the implementation of ATP with particular reference to regular and extension programs of SMUC in Addis Ababa so as to compare the similarities and differences in the implementation of ATP and thereby identify the pressing problems that hinder the implementation and come up with solutions.

1.3. Statement of the Problem

Since TVET system in general and ATP in particular is relatively a new endeavor in Ethiopia, the process of implantation is not likely to be an easy task where there is no sufficient materials, financial, manpower and employer organizations where apprenticeship training is offered and even they may not in a good position to utilize the existing resources more wisely and in a proper way.

In consideration of this fact, it is desirable to have a through study on the implementation of the ATP of regular and extension programs so as to compare their similarities and differences in the existing system of apprenticeship program, discover the nature of the problem and conduct analysis of problems failure and success and identify the pressing problems, which need to be solved through change of strategy, planning and policy statements making careful comparison.

Accordingly, the primary objective of this study is to compare the pressing problems encountered in the process of implementing ATP comparatively in regular and extension programs of a private college in Addis Ababa where TVET program is implemented. It is a case study which focuses on SMUC on the TVET program of entry 2004/05 trainees of 10+3 level who undertake ATP for the second

time. More specifically, the study is intended to answer the following basic questions.

1. What are the significant similarities and differences between regular and extension programs with regard to ATP in terms of:
 - A. Managerial effectiveness,
 - B. Manpower profile,
 - C. The availability of financial resources and physical facilities.
2. Is there any significant difference between regular and extension programs apprentices' evaluation and certification of the ATP?
3. What are the challenges to implementing the curriculum and guideline designed to provide the ATP of regular and extension programs of the University College?

1.4. Objectives of the Study

1. To explore the similarities and differences between regular and extension program in terms of the facilities and resources available and the processes of the ATP.
2. To compare the extent to which the curriculum and guidelines set for the ATP are put into practice for both regular and extension programs.
3. To compare the capability and limitations of the trainee, the institution and the training provider organizations in effectively implementation of the ATP.
4. To compare the similarities and differences between regular and extension trainees of the results of apprenticeship training obtained from the training provider organizations.
5. To evaluate the managerial effectiveness of ATP of the institution and the training provider organizations.
6. To provide helpful suggestions in the implementation of the ATP of both regular and extension programs.

1.5. Significance of the Study

This study is significant for the following:

1. It helps to create awareness among policy makers, planners and implementers of the ATP with regard to the similarities and differences between regular and extension programs about problems towards taking corrective actions for its effectiveness,

2. It may give some insight into key policy and strategy issues and is hoped to contribute valuable information on the existing conditions for review and designing of the future course of action,
3. It is also believed that the data gathered, the knowledge and experiences gained under comparison, may serve to determine the management of the SMUC which is one of the senior private TVET colleges of Addis Ababa and authorities to redirect their efforts and inputs to improve the gaps observed and keep the required standards and quality of the ATP,
4. It is hoped that it may serve as a spring board for other researchers who have interest to undertake further study in depth.

1.6. Delimitation of the Study

During this study was undertaking there were more than 60 private TVET Colleges in Addis Ababa which participate in the implementation of ATP under TVET program.

In order to have a complete picture of the implementation of the ATP with regard to regular and extension programs, it should have included all the private TVET colleges of Addis Ababa. However, since it is a case study, the study confines itself to only one private higher education institution where TVET program is under implementation, namely SMUC. This is because the researcher believes that it can accommodate sufficient numbers of respondents from the University College's regular and extension programs participants.

Furthermore, the study include only entry 2004/05 TVET trainees of 10+3 level where ATP has been currently undertaken twice for a total of 624 contact hours in both regular and extension programs of the University College. However, entry 2006/07 TVET trainees were excluded from the study for the reason that ATP have not yet been equally implemented in both regular and extension programs.

The study also confined itself only to the conventional mode of training, i.e., on regular and extension programs of SMUC.

The fields of studies selected for the study were only from faculties of business. The available departments under this faculty were Accounting, Marketing, IT,

SSOM, and Law. This is because the ATP was more fully implemented in regular as well as extension program of 10+3 level than other faculties. Thus, it was believed that the respondents from both regular and extension programs can represent the other respondents of the TVET program of the SMUC.

1.7. Limitations of the Study

The most serious limitation of the study was shortage of time due to the frequently deleted of data through variety of unknown new computer viruses. This may be because with the dynamic changing of computer technology variety of new computer viruses are created for business purpose. In addition to this, the absence of adequate information about the process of implementation in organizations that offer ATP and secrecy of documents were the other constraints of the study underway. This may be because fear of accountability due to the information they provide for the study rather than sharing exactly what they have done. Thus, all these may have some effect on the results of the study.

1.8. Research Design and Methodology

In this part samples and sampling techniques, source of data, data gathering instruments used and data analysis will be described thoroughly.

1.8.1. Samples and Sampling Techniques

To achieve the purpose and objectives of this study, in the implementation of ATP a comparative analysis method was employed. This system helps to obtain first hand information from the subjects of the study. And it helps to find out the implementation of the ATP according to the guideline of the curriculum which requires on-site observation to the training provider organizations. Additionally, the method identifies the similarities and differences in the process of implementing the program in regular and extension programs.

When this study was conducted there were more than 60 private TVET Colleges in Addis Ababa where ATP was implemented within 10+1, 10+2 and 10+3 levels. Therefore, to compare the regular and extension programs of ATP, St. Mary's University College (SMUC) is Chosen among the available private TVET colleges in Addis Ababa based on purposive and convenience sampling technique. This is

because this University College is one of the senior private TVET colleges of Addis Ababa where ATP under TVET program is implemented and the researcher is one of the participants in the process of implementing the TVET program in the University College. The 10+3 TVET trainees of 2004/05 entry were selected using purposive sampling method. At this level ATP has been conducted twice (10+1 and 10+2 levels) for about 624 hours from the total of 936 hours allotted for the 10+3 level. Thus, it was believed that from this experience sufficient data could be collected for the research under study.

The key players in the process of implementing the ATP were trainees, institutions and organizations. Therefore, the subjects for this study were trainees, principals, counselors and supervisors and/or trainers of the apprenticeship training provider organizations.

The population for this study was 1130 TVET trainees of regular and extension programs who have already undertaken ATP for the second time from St. Mary's University College in 2005/06 academic year. Among them about 438 are regular and about 692 from extension programs. Among these proportional numbers of subjects, they were selected using simple random sampling technique. This is because in the colleges each group does have similar characteristics and what is more to give each trainee equal chance of being included in the sample. Simple random sampling as cited in Endalamaw Teka, (2006: 9), gives each unit of the population equal chance of being selected (Seyoum and Ayalew, 1989: 59, Gall, Borg and Gall, 1996: 217 and Koul, 1996: 109). In order to ascertain representation, about 25% of the target population is thought to be sufficient. Thus, to constitute the sample 284 subjects (110 regular and 174 extension) from each field of study stratified random sampling technique was employed as indicated on the Table II below.

TABLE II

TVET 10+3 Trainees Sample Size in Their Field of Study in 2005/06

Field of study	Population size			Sample selected		
	Regular	Extension	Total	Regular	Extension	Total
SSOM	85	122	207	21	31	52
Accounting	89	243	332	22	61	83
Marketing	52	92	144	13	23	36
IT	141	129	270	36	32	68
Law	71	106	177	18	27	45
Total	438	692	1,130	110	174	284

Source: Apprenticeship office of the SMUC (2006)

The other group of respondents consisted of officials of SMUC such as principals, deputy principals, counselors, are chosen using the available sampling technique. This is because their number was relatively limited.

To get additional information with regard to the ATP in the organizations, among 400 organizations who are assumed to be regular partners of the SMUC. Thus, 25% or 100 were believed to be representatives of the organization. This is because these organizations were assumed to accept trainees from SMUC and obtain sufficient number respondents of supervisors/trainers from these organizations in Addis Ababa where ATP is implemented. So they were selected using systematic sampling technique. This is because the advantages of systematic sample is that it yields research data that can be applied to a large population within margins of error that can be determined by statistical formulae (Gall, Borg and Gall, 1996: 217).

In addition to this the supervisors/trainers of these organizations were selected using purposive sampling technique so as to differentiate supervisors of regular and extension programs. This is because trainers of regular and extension programs must be from those selected organizations that are partners of SMUC.

1.8.2. Source of Data and Data Gathering Tools

Both primary and secondary data sources were used in the study. Primary data were collected from the subjects of the study through questionnaires, interviews, and on site observation. The pertinent documents to the study were consulted as a secondary source of data such as relevant books and journals, which indicate the practice of apprenticeship training in developed and developing countries, were reviewed in addition to in-country apprenticeship training experiences of MOE in private TVET institution. For its reliability and validity, the questionnaires were pilot tested.

Therefore, based on the review of related literature and the basic questions raised data gathering instruments were drafted.

The list of regular and extension TVET 10+3 trainees who have already completed ATP for the second time from SMUC in 2005 /06 academic year were collected from the registrar's office. And the list of the training provider organizations who are partners with SMUC were collected from apprenticeship office of the SMUC.

Questionnaire for apprentices and trainers/supervisors of the training provider organizations were set and administered composed both open ended and closed ended items were conducted, so that informants could express their ideas and opinions freely and confidentially.

Structured interview were conducted for the available principals, the academic dean, the faculty dean and for the counselors or co-coordinators of the ATP, at SMUC.

On-site observation were made on some systematically selected training provider organizations to see their readiness for apprenticeship training and the relevant inputs/ training instruments and equipments and documents used were checked with the help of check-list examined and discussion with the supervisors/trainers who were assigned in the organizations.

The results of apprentices were collected from apprenticeship office of the SMUC and were selected in systematic sampling technique.

1.8.3. Data Analysis

Different methods of analysis relevant to each variable were employed to analyze the data gathered. Accordingly, respondents were categorized and frequencies were tallied. Therefore, the following basic statistical techniques were used to analyze the study.

1. Percentage and frequency counts were employed to analyze various characteristics of the sample population. This statistical tool helps to determine the relative standing characteristics such as age, sex work experience academic qualification and field of specialization. It was also used for other questions with ordinal and nominal character.
2. Chi-square was employed to see whether or not there was perceptual difference between the regular and extension program respondents.
3. Weighted mean was computed to find out average value of the factors affecting performance of trainees, organizations and institutions. Based on the mean value, rank orders were established according to the magnitude of their importance.
4. A paired sample t-test was used to identify whether or not there were significant mean difference between the two groups on each item. The existing difference was tested for statistical significance at the 0.05 level in order to tolerate errors that come due to chance.
5. One-Way ANOVA was used to identify whether or not there were significant difference between regular and extension trainees on the results achieved during the apprenticeship training program. The existing difference was tested for statistical significance at alpha level 0.05 in order to tolerate errors that come due to chance.

1.9. Definitions of Terms

Apprentice – means a person undergoing apprenticeship pursuant to a tripartite agreement concluded among a training institution, an organization and a trainee. (Federal Negarit Gazeta, March 1,2004, No 391/2004: 2554)

Apprenticeship – means “job training undertaking by a trainee in an organization pursuant to an agreement concluded among a training institution, an

organization and trainee to put to practice the technical and vocational education and training (TVET) the acquainted in a training institute and to be acquainted with work. (TVET proclamation No 391, 2004:2554)

Apprenticeship Training – 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 to practice the technical and vocational education and training s/he acquainted in a training institution and to be acquainted with work. It is employer based or a work-based method for learning and gaining qualifications-The training is mostly trade specific and restricted under the contract with one employer. (Federal Negarit Gazeta No 391, 2004: 2554)

Extension Program –activities of educational institutions designed for students apart from their usual student body (Taneja, 2002:167).

Implementation – refers to the actual use of the curriculum guideline to put into practice what has been intended. (MOE, 2002:107)

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

Program- selection of one or more courses or a combination of courses, usually chosen from a syllabus with an expressed or implied aim (MOE, 2002:107)

Regular Program-full-time day program used for normal and continuous sequences of schooling and education (Taneja, 2002:267)

Technical and Vocational education – is education that is designed to train and educate students in specific traditional and modern fields of vocational skills for students who have completed grade 10 and show sufficient desire and inclination to train in the field of their choice. (MOE, 2002: 94, GTZ, 2000:5)

Trainee- means a person who participates in technical and vocational education and training program provided by a training institution with a view to acquiring or upgrading his/her technical and vocational skills (FNG, March 1, 2004, No 391, 2004: 2553)

Training Institution- means a public or private institution, or one owned by a non governmental organization, to which a pre-accreditation license or an accreditation certificate is issued by the appropriate Accrediting Authority to engage in the provision of technical and vocational education and training. (FNG March 1, 2004: 2553).

Technical and Vocational Education and Training (TVET) – a training program provided by a training institution with a view to acquiring or upgrading his/her technical and vocational skills (FNG, March 1, 2004, No 391, 2004: 2553)

1.10. Organization of the Study

This paper has four chapters. The first chapter deals with the problem and its approach. It includes introduction, background of the study, Statement of the problem, significance of the study, delimitation and limitation of the study, organization in addition to the theoretical framework, research methodology, such as research design, source of data, data gathering instrument, and data analysis and operational definition of terms.

The second chapter deals with the review of related literature. It provides detailed information related to apprenticeship training program.

The third chapter deals with data analysis and presentation collected data through questionnaire, interview, document analysis and on-site observation will be discussed.

The forth chapter presents summary, conclusion and recommendations. In addition to these, bibliography, sample questionnaires, interviews and other relevant documents are attached to the last part of the thesis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Background of Apprenticeship

2.1.1. Traditional Analogue of Apprenticeship

The earliest and most widely accepted objective of vocational education is to provide a mechanism for meeting the manpower needs of the local community. So apprenticeship was one means of meeting man power needs. It attempted to combine the best of family instruction and on-the-job training by having an experienced worker agree to take the full range of an occupation, acting in lieu of the parent. In return the trainer received the services of the apprentice for a certain time span (Evans, 1987:9).

In medieval apprenticeship as VanLandingham (2006:21) expressed that it controlled access to the respective professions, ensuring that not everybody could become a carpenter or blacksmith, etc. In addition, apprenticeships, then and now, serve as a quality control mechanism by ensuring that skills and knowledge are only imparted by masters of the profession.

2.1.2. Modern Analogs of Apprenticeship

Apprenticeship today has become an integral part of the secondary or post secondary educational system. Government and private sectors work closely together to provide opportunity to primarily young adults to pursue vocational education. (VanLandingham, 2005:4)

As Young (2000:1-20) also states to make apprenticeship modern there is a need to establish a system of alternative training because modular vocational education is inadequate in preparing students for flexible work tasks. Therefore, a combined system of alternate education between TVET Colleges and companies is necessary. This involves an integrated vocational curriculum shared by colleges and companies as a means of meeting the occupational requirements of companies.

Similarly, apprenticeship, as mentioned by VanLandingham (2005:15), today have become part and parcel of an educational system that provide opportunities to primarily young-adults to pursue vocational education such as:

1. *On-the-job training is supplemented by general and subject-specific education in vocational and training centers.*
2. *Apprentices are paid an allowance by the employer.*
3. *Apprenticeships are a valuable recruitment mechanism for the public and private sector.*
4. *Apprenticeships simply the transition from student to employee(p.15)*

Successful completion of an apprenticeship allows access to further education and/or specialization in the field (master school) and/or academia (in some cases).

2.2. The Concept of Apprenticeship

Apprenticeship has got different nomenclatures by different authorities, for example, practicum, internship and traineeships to mean apply the theory learned in their courses to professional practice.

The concept of apprenticeship in India, for example, is a way of combining practical experience with theory. Generally, there is a formal contract between an employer and a trainee under which the trainee agrees to work for the employer in return for practical experience which makes him a skilled worker. He gets a small wage till he reaches the level of a skilled worker.

As U.S. Department of Labor (2004:9), shows that the modern concept of an internship is analogous to apprenticeship. Universities still use apprenticeship schemes in their production of scholars, bachelors are promoted to masters and then produce a thesis under the oversight of a supervisor before the corporate body of the university recognizes the reaching of the standard of a doctorate.

Apprenticeship: as designed in Ultimate Teen Guide by Budhram (2001:2) is stated as:

All apprenticeships require on-the-job training and give you the opportunity to learn from expert or master in the job—someone who not only has the specific skills you are hoping to learn, but the skills to teach as well. If you would like to go to college, but can't afford it, there are opportunities for you as well.

In this concept, however not all apprenticeships require a college background. If one is not planning to go to college because s/he think it isn't right for his/her or because s/he prefers the instruction to be more hands-on, apprenticeship can offer the kind of instruction one is looking for.

In addition to the above Budhram (2001:5), argue that depending on the program, all apprenticeships require additional related training as well. This training may take place in a traditional college setting, in classrooms specifically designed by the sponsor, through online programs, in workshops, or at conferences.

However, the related training is just that, related. One won't be studying Ethiopian history to learn how to lay bricks. If s/he is interested in nursing, s/he won't be studying the history of music; all of the classroom work should be related to what s/he is learning on the job.

Generally, apprenticeship is described as a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation and the training program is sponsored by joint employer and labor groups, individual employers, and/or employer associations.

2.3. The Goal of ATP

The main goal of ATP is to allow students to begin apprenticeship training as part of their TVET program. Therefore, apprenticeship is designed to attain the following objectives as indicated in British Apprenticeship Guideline, (2005:3), such as:

1. *Providing students with a smooth transition from school to work, and a quicker route to certification in a trade,*
2. *Enhancing students' existing trade-specific job readiness skills, or providing opportunities for the development of new skills,*
3. *Providing students with access to up-to-date technical training that may not be available in the TVET colleges,*
4. *Helping prepare students to enter the world of work with the skills, attitudes, and sense of responsibility necessary to be successful,*
5. *Encouraging students to pursue academic goals and to graduate, and facilitating students' understanding of the similarities and differences in behavior standards between the workplace and the TVET colleges.*

Similarly, the goal of ATP as stated by Deissinger (2002:12) is to provide the highest level of training to apprentices, in order that they may assume positions as fully-qualified journeymen ready to meet the professional challenges of the industry.

2.4. Implementation of ATP

Implementation is the process of putting what has been planned into action. It is the actual use of an innovation in practice. At the same time, projects should be designed with a view to how they will be implemented (Fullan, 1991; Bhola, 1992).

Evans (1993:29) also notes that implementation requires planning on three inseparable factors: People, programs and organizations.

Besides, Bishop (in Ornstein and Harkins; 1988:129) state that implementation requires reorganization and adjusting personal habits, ways of behaving, program emphases and existing curricula and schedule.

Therefore, the ATP can structured for entry-level workers, as well as for workers already employed within the industry who wish to upgrade their skills and to advance to journeyman status, at the same time benefiting from membership in the organization.

As an apprentice, Deissinger (2002:14) addresses that the trainee will be assigned to work for an industry contractor. During apprenticeship, the apprentice will work side by side with experienced journeymen who understand the practical application and theory. As the apprentices progress through each year of the program, the tasks they are assigned will become more complicated and their work will require less supervision. Gradually, the apprentices' sense of pride, independence and self-confidence will grow as they accomplish increasingly difficult tasks with less assistance and instruction.

In addition, their earnings will be adjusted upward each year to reflect the advancing skills and increasing knowledge of the trade. When they are not at the jobsite, they will be attending classes taught by highly qualified instructors chosen for their extensive knowledge and expertise. Upon completion of their apprenticeship, they will take an examination to demonstrate their mastery of the

knowledge and skills they've been taught. Passage of this test is necessary to obtain journeyman status. Then they will earn while they learn, placing them on an immediate path toward economic security and stability (Deissinger, 2002:14).

2.5. Planning and Managing of ATP

According to Vocational Education, Training and Employment Act 2000 of Australia (2006:7) there must be a training plan for every apprentice and trainee and if the person is under more than one training contract, there must be a training plan for each apprenticeship and traineeship.

A training plan provides a structured approach to the development and attainment of skills for a particular qualification. A training plan must be negotiated and the contents agreed to by the apprentice or trainee, employer and supervising registered training organization.

The plan must be finalized during the probation period and signed by the parties. Supervising registered training organizations can be funded by the department to assist the parties in identifying skill needs and to discuss the prioritizing of skill attainment.

A properly negotiated training plan will:

1. Provide an opportunity to select what, how, where and when skills will be achieved,
2. Provide a measure to assess the apprentice's or trainee's progress,
3. Assist the parties to manage, plan and map the apprentice's or trainee's work Rotation,
4. Identify a timeframe by which skills must be demonstrated; and
5. Detail the training methods to be undertaken and the monitoring arrangements (i.e. how and when assessment will occur).

In relation to planning and management, MOE (2002:6) states that apprenticeship training will influence the planning and management of training programs both of the TVET center and the Enterprise or workshop. By evaluating the workplace oriented apprenticeship training, the TVET Center will get feedback about how to adapt the training program to the requirements of the world of work. Beyond that,

the TVET Center and the enterprise could specify how to support and supplement each other to achieve the objectives of the training. By coordination and exchange of training personnel an enterprise can improve its training in matters of training methods, pedagogical knowledge, and development of teaching materials as well as planning of training programs.

2.6. Curriculum and Guideline of ATP

2.6.1. A Guide to ATP

In line with this MOE (2004:25) states that based on the TVET proclamation the implementation of apprenticeship programs should be supported by apprenticeship Guidelines in which clear rules and regulations are defined.

This is an example checklist by Yeoman, (2006:15) that covers the important steps occur during the apprenticeship or traineeship in Canada are:

For Approval

1. *The employer receives an approval letter from institution,*
2. *The training contract becomes binding from the time the employer is notified,*
3. *The contract form will develop a full training plan in consultation with the employer and apprentice/trainee and provide them with a copy,*
4. *Apprentices/trainees should also check with the form regarding their eligibility for travel and/or accommodation allowances to attend off-the-job training,*
5. *A summary training plan must be prepared for all apprenticeships,*
6. *The employer lodges the training contract, with the summary training plan attached.*

Ongoing

1. *Employers should check regularly with their contract form to make sure that the apprentice/trainee is attending formal off-the-job training and making satisfactory progress,*
2. *Institution will send a completion letter to the employer.*
3. *The employer must sign the letter and return it to institution, confirming whether or not the apprentice/trainee has successfully completed on-the-job and formal training,*
4. *After completion Employers must ensure that the apprentice/trainee receives his/her certificate,*
5. *Advise their apprentice to apply for a License if required by the industry in which they work.*

Therefore, the success of ATP depends on a close relationship employers with the TVET centers, whether private or public institution.

2.6.2. Curriculum of ATP

Curricula for vocational training need regular revision and updating according to the changing requirements of the labor market. Employers and experienced experts from the world of work know best which skills, knowledge and attitudes are essentials to carry out certain jobs and occupations. By evaluating training programs and apprenticeship training employers and their experts will support the preparation of curricula which meets the demand of labor market MOE (2002:6).

With regard to the quality of ATP, it is necessary for the curriculum to be job oriented. Based on task analysis and competencies, trainers could decide on curricular objectives, contents, learning activities, and teaching and evaluation methods. Moreover, collaboration between TVET colleges and enterprises and the project methods would greatly enhance the quality of apprenticeship training. Eventually, trainees of career and technical education should have employable skills and knowledge, professional certification, and occupational abilities for present and future work needs and lifelong learning (Ministry of Education, 2002: 23).

In order to promote the relevance and quality of ATP, practical training must have significant share in the curriculum.

Therefore, according to Transitional government of Ethiopia (TGE, 1994:12) indicated that training and curricula development, as well as the arrangement and combination of training modules have to relate with the occupational standards.

In addition to this, as indicated in TVET strategy of Addis Ababa City Government (2005:7) states that curricula have to be developed on defined Occupational Standards and should be adapted to the needs of target groups and chosen delivery modes. Occupational Standards shall be based on the demand and development plan of Addis Ababa.

As indicated by TVET strategy of Addis Ababa City Government (1996 EC.:7), the Addis Ababa TVET office, for example, has the mandate to coordinate the

transformation of occupational standards into curricula in a modular approach. The TVET office of Addis Ababa will facilitate the development of curricula in cooperation with relevant stakeholders in order to support all public and non-public training providers in their efforts and in line with the competency needs of the community of Addis Ababa and to enable trainees to reach the defined standards.

Similarly, the Transitional Government of Ethiopia (TGE, 1994:12) states that the preparation of curriculum will be based on the stated objectives of education, ensuring that the relevant standard and the expected profile of students are achieved.

2.7. Placing Trainees for ATP

According to ITA (2005:7) states that many Secondary School Apprenticeship (SSA) students in Britain, find their own work placements. For those SSA trainees who are already working, it is important for school staff to ensure that the trainees have received a work site safety orientation and are knowledgeable about workplace safety.

Coordinators of SMUC should discuss with sponsors the importance of providing trainees with an orientation to workplace safety practices specific to their work environment.

If the SMUC places students with a sponsor not previously used for ATP, the staff should meet with the sponsor or supervisor to view the work site and discuss having the sponsor conduct an on-site safety orientation for students before any hands-on tasks begin.

Therefore, the work site visit is not intended to be an exhaustive safety inspection, but a common sense perusal to ensure that the TVET institution is comfortable sending trainees to the work site. During the work site visit, the TVET institution staff should satisfy themselves that the work site provides an environment that is safe and free of exploitation and harassment (ITA, 2005:7).

2.7.1. Duties and Responsibilities of the Institute

With regard to the duties and responsibilities of the TVET institute the MOE (2000:23) states:

- a. Assign training coordinator for the ongoing Internship program
- b. Prepare Internship plan jointly with employer organizations and follow its implementation.
- c. If necessary, it will provide additional theoretical and practical training for the trainee.
- d. Evaluate and record Intern jointly with employer organizations.

Similarly, according to Sethi (2001:21) states that the apprenticeship coordinator of the institution should keep in mind the following requirements before sending trainees to the organizations offering ATP.

- a. Instructions contained in the apprenticeship Act and rules.
- b. Contents of the syllabus and skill requirements of the particular trade.
- c. Availability of tools and equipment.
- d. Availability of adequate number of qualified staff for the training purpose.
- e. Authority responsible for training.

In addition to the above, with regard to Pre-ATP Work Experience and Registering Students as Apprentices, ITA (2005:5) states that in Britain trainees are encouraged to undergo at least 30 hours of job shadowing or relevant work experience in a related trade prior to ATP registration, unless they are already working in the trade area. The 30 hours of job shadowing or relevant work experience can count toward the 120 hours of work experience required for the program once the students are registered for ATP. For those trainees who do not pursue ATP after the 30 hours, the hours can be used to meet the 30 hours of work experience required for graduation.

Obviously, sponsors should be encouraged to provide job-shadowing opportunities for pre-apprentices as it allows them to try out trainees before committing to participation in apprenticeship training. Trainees in the apprenticeship program are required to register as trainees/apprentices with the Industry Training Authority (ITA). Informal, non-registered arrangements with sponsors are not sufficient to qualify students as apprentices.

To register with the ITA, trainees must have sponsors. Sponsors can be employers (e.g., the employers with whom the students are going to begin their workplace-based training), industry associations, or other legal entities recognized by the ITA.

As indicated by ITA (2005:6), Apprenticeship Coordinators assist students and their sponsors to register apprenticeships with the ITA. Once students are registered as trainees/apprentices, the sponsors then submit regular Training Progress Reports to the ITA, crediting the students with the number of training hours worked. This information is recorded in each apprentice's profile in the transcript for certification.

Furthermore, in order for ATP to be effective as an educational program, coordinators of apprenticeship program of the institution should familiarize students with the responsibilities and expectations associated with participation in the program. Trainees should also complete the Employment Standards and Workplace Safety learning outcomes before enrolling in the program. All students must have an in-school orientation that includes work site safety awareness. This should prepare students to apply their knowledge of health and safety (ITA, 2005:6).

2.7.2. Duties and Responsibilities of the Trainees

Before participating in ATP, students should be able to demonstrate job-seeking skills, including résumé writing and job interview skills. Students should also be able to demonstrate an understanding of workplace safety. The learning outcomes related to job seeking and job keeping, and employment standards and workplace safety, should be successfully completed on the form before students participate in ATP (ITA, 2005:6).

MOE (2000:23) states the duties and responsibilities of the trainees as:

- a. Perform with interest and proper care the duties provided to him/her by considering it as part of the training
- b. Follow the instructions of the instructor given to him/her as part of the training.
- c. Handle machines, hand tools etc with the proper care
- d. Obey the rules and regulations of the organization
- e. Keep the secrets of the organization
- f. Record his/her daily activities on the prepared form and report to the supervisor.

These duties and responsibilities help the apprentices to complete the training program smoothly in cooperation with the trainer throughout the stay in the organization.

Similarly, ITA (2005:7) reports that students in the ATP are required to register as trainees/apprentices with the Industry Training Authority (ITA). Coordinators assist students and their sponsors to register apprenticeships with the ITA.

Accordingly, for trainees it is important to note the following:

- a. To register with the ITA, students must have sponsors. Sponsors or other legal entities must be recognized by the ITA.
- b. ATP Coordinators of the institution work with students to complete an ITA Trainee/Apprentice and Sponsor/Employer Registration Form. ATP coordinators of the institution submit completed Registration Forms to the Industry Training Centre (ITC).
- c. The 480 hours of workplace-based training in the Program normally begins only after students apply for registration as trainees with the ITA. However, students can be given credit for related paid work, which counts toward both apprenticeship completion and up to 240 hours of the ATP workplace-based training requirements.

This indicates that half of the contact hours' prior work in the trade for those full time workers in the extension program can be counted as credit.

- d. Once Registration Forms have been processed by the ITC, the students are issued trades worker numbers, which are kept for life, and apprentice numbers that hold for the duration of the apprenticeships.
- e. To confirm registration, the ITC sends "Certificates of Registration" as well as wallet ID cards to both sponsors and ATP Coordinators of the institution. The Certificates of Registration are intended for sponsors and ATP coordinator of the institution, for their records.

It shows that the Sponsors and ATP Coordinators of the institution sign their copies of the wallet ID cards, and provide the cards to the students/trainees to retain. Students should keep safe their ID cards, as they show the issue date, and registration (trades worker).

2.7.3. Duties and Responsibilities of the Organization

As indicated by TVET Strategy of Addis Ababa City Government (1996 EC.:7), apprenticeship training, which depends on the willingness of employers to supply human resources and material for in-company training, requires a common understanding about rules and regulations between all concerned. Commitment to framework conditions, training schedule, contractual regulations of apprenticeship training, and questions of insurance as well as other issues of regulations is dependent on a fair participation of all stakeholders.

According to MOE (2000:24), organization offering apprenticeship training has the following duties and responsibilities:

- a. The appropriateness of the training with the attached guideline objectives,
- b. Supervisor shall be assigned for the Internship,
- c. Prepare plan of Internship jointly with the training institute and follow its implementation,
- d. Introduce safety rules that are set for apprentice
- e. Inform trainees to prepare timely report on the accomplishment of daily activities and follow its implementation,
- f. Evaluate the jobs performed by the trainees and report to the training center, confirm that the Intern bring about altitudinal change and obtained the appropriate skill and knowledge scrap.

According to the ITA (2005:8) states that for sponsors it is important to note the following:

- a) If a sponsor has not previously been registered as a sponsor with the ITA, then the 'registration number' box on the Registration Form is left blank, and the sponsor completes a Registration to Verify Work-Based Training Form and provides this to the ATP Coordinator to submit to the ITC along with the Registration Form.
- b) Sponsors will be asked to provide information to validate the students' work in the trade.
- c) Registration is intended for sponsors and ATP Coordinators of the institution, for their records.
- d) Sponsors and ATP Coordinators of the institution should sign the wallet ID cards they receive where appropriate, and provide the cards to the students/trainees to retain.

To sum up, for effective implementation of the ATP the three parties, the trainees, sponsors and the institutions, should work cooperatively based on the duties and responsibilities on the guideline indicated above.

2.8. Promotion of ATP

As indicated by MOE (2002:30), Apprenticeship Training is a new approach, which up to now is not well known by employers, trainees, parents and the public. This situation needs information through mass media, schools and concerned institutions. To develop the necessary co-operation and support by enterprises, firms and workshops it is necessary to establish a continuous working relationship. Very often it will not be enough to send letters. Direct contact, visits, interviews, open days in the TVET Center and panel discussions etc. must be undertaken.

Internship is a training mode through which trainees get on-the job training in addition to theoretical and basic practical training in the TVET institute. The trainees taught are skills and attitudes, which enable them to integrate easily into the work environment. Furthermore, the trainees will learn teamwork and have a higher chance of finding employment.

With regard to promotion MOE (2004:26) states that the rules and regulations on incentives (will be) are developed for enterprises, which provide internship programs, e.g., Housing Agency and Low-Cost-housing construction program.

Therefore, the following appropriate incentives can encourage private and public employers to participate in effective implementation of the ATP:

- a. Providing In-service training and further training for employees and staff, free of charge.
- b. Import materials and tools for training free of tax,
- c. Provision of land for TVET institutes and enterprises (low cost or free of charge)

2.9. Facilities for ATP

With regard to material facilities, Verspoor (1993:19) mentioned that poor material facilities due to economic problems are one of the main bottlenecks in the implementation of educational reform in developing countries.

Most of the activities of apprenticeship training such as planning, preparing teaching materials, coordinating and facilitating program activity, allocating and distributing budget, providing technical assistance, and monitoring and evaluation are carried out by the regions (PHRDPO, 1998: Vii, p20)

Similarly, with regard to physical facilities Sethi (2001:21) indicates that the information pertaining to the basic training facilities existing in the establishment for different designated trades if any is to be ascertained with respect to space, tools and equipment, training staff, and the facilities with respect to classroom facilities, instructional staff and material and facilities for conducting theory, practical examination should be ascertained before sending trainees to start Apprenticeship training.

Generally, it is difficult to undertake ATP without adequate facilities in both the institution and the organization offering apprenticeship training for both regular and extension programs.

2.10. Financing ATP

The challenge of ATP system includes also the development of a financing mechanism for ATP that will facilitate the generation of additional resources needed to implement and strengthening the apprenticeship training system

In relation to this, the tradition of financing apprenticeship involves sharing of costs between employers and trainees. Therefore, in some developed countries, companies are obliged under the provisions of the apprenticeships Act to accept a certain percentage of trained technical people for apprenticeship ranging from a period of 1-2 years. The apprentices are paid a stipend by the company and the government on a sharing basis. (Woodhill, 1987, cited in UNESCO, 2002)

With regard to payment for apprentices Budhram (2001:5) states that apprentices earn while they learn. Instead of racking up expenses for educational opportunities, s\he will be paid a salary while training. As the knowledge and skills improve, so will the salary. All apprenticeships pay at least a minimum wage, and many pay much more.

Therefore, a new concept of cost sharing in TVET with the intention that all beneficiaries (including trainees, employers in all sectors and the community) contribute to the cost of training according to their capabilities. In addition methods of a more efficient and effective use of existing resources need to be explored.

In this regards the following parties shall play a significant role as a source of finance to meet TVET needs and make the ATP effective.

1. Government funding
2. Trainees (registration fees and cost-sharing payment)
3. Employers contribution (in cash and/or kind)
4. Local and foreign aid agencies
5. Income generating activities of training institutions
6. Surtax from employed graduates
7. Tax exemption (MOE,2004:34)

2.11. Evaluation of ATP

2.11.1. Evaluating the Training Program

Evaluation is a means to measure the progress of a plan, a process or any other activity. According to Wentling and Lawson (in Yekunoamlak, 2000:27) Defined evaluation as "The process of delineating, collecting, and providing information useful for judging decision alternatives." Moreover, Guba (in Yekunoamlak, 2000:27) identified the following three types of definitions: (1) measurement (2) congruence between performance and objectives, and (3) professional judgment.

The major purpose of evaluation in apprenticeship training are improving the decisions made by the three types of sponsors (governments, employers and individuals) and improving the quality of the program (ILO, 1999:21-22). The program of an institution has to be evaluated periodically. Program evaluation

serves as a corrective mechanism to tackle a problem before it grows into a large size.

According to Proves (in Yekunoamlak, 2000:27), program evaluation has the following purpose:

The purpose of program evaluation is to determine whether to improve, maintain, or terminate a program. Evaluation is the process of (a) agreeing up on program standards, (b) determining whether a discrepancy exists between some aspects of the program, and (c) using discrepancy information to identify the weakness of the program.

It is clear that evaluation should always be there to take a corrective action when there is a gap between the implementation of the ATP and the plan to achieve the desired objective.

Similarly, according to Ministry of Education (2002: 13-32), the evaluation for ATP will also be conducted as follows:

2.11.2. Evaluation of Apprenticeship Trainees

The apprenticeship can have a major contribution to wards developing the competencies of the trainees if the organizations made their actual planning and conduct the evaluation of the internship effectively.

However, the required way of thinking and attitudinal change might not be seen at once, it needs long time experience and public relation works have to be done to bring about the actual change. Therefore, the evaluation work to be done with a common understanding and joint effort could contribute for the quality of the training.

2.11.3. Duties to be Performed by Both Parties Concerning Evaluation

1. Trainees have to complete their work on the prepared format daily and submit to the supervisor.
2. The supervisors have to evaluate the reports of the internship trainees and record their suggestions.

3. The supervisors have to evaluate the outputs of internship trainees and record the result they got out of 100 on the format and send it to the training institutions.

2.11.4. The Major Points of Apprenticeship Evaluation

1. *Respect the organization's work discipline,*
2. *Be at work on time,*
3. *Complete assignments on time,*
4. *Perform activities efficiently,*
5. *Keep personal and the organization's security,*
6. *Use and handle working tools and machines properly,*
7. *The attitude and voluntaries for work,*
8. *Attitude to work individually or in group and the,*
9. *Interest of work.*

2.11.5. Evaluation and Report Formats

Evaluation and report formats are used for the trainees to record what he/she has performed and also for the organization to evaluate the trainee. Thus the organization can modify and use the formats to maintain the quality of the training.

2.11.6. General and Detailed Evaluation Formats for Apprenticeship

The evaluation format has to be filled by the supervisors or instructor assigned by the organization. The evaluation formats are useful to evaluate each section when the program for apprenticeship is divided into different training activities based on the curriculum. (MOE, 2002:14).

2.11.7. Completion of Duties to be Filled by the Apprentice

Having a common understanding with manufacturing and service giving organizations trainees can use the format. Hence the apprentices are expected to complete the format and all the assignments they have done. The supervisor will evaluate the completed format and attach with the training plan and evaluate it. This can help to compare the output of the apprenticeship with the apprenticeship objective (MOE, 2002:14).

Supervision, according to WSATC (2005:35) is the necessary education, assistance, and control provided by a journey-level employee that is on the same job site at least seventy-five percent of each working day, unless otherwise

approved by the Washington State Apprenticeship and Training Council (WSATC). The sponsor will assure that apprentices are under the supervision of competent and qualified journey-level workers on the job who are responsible for the work being performed, to ensure safety and training in all phases of the work. Apprentices will work the same hours as journey-level workers, except where such hours may interfere with related/supplemental instruction.

2.11.8. Assessment and Certification

According to ITA (2005:8) States that assessment is the systematic gathering of information about what students know and are able to do. Apprentice performance is evaluated from the information collected through assessment activities.

Sponsors should be informed about the assessment and evaluation procedures to be used to evaluate student performance, including the use of sponsor evaluations.

TVET colleges differ in their organizational set up and course offerings. Since each training center has its own way of awarding certificates for the graduates, it created confusion among graduates, training centers and employers. Thus, the need for consistent and unified system of certification is essential Bakri (in Yekunoamlak 2000:28)

Certification in Canada, for example, is the occupational standards increase the accountability of the apprenticeship in the delivery of training programs, guide employers in the on-the-job training necessary in occupational training, and provide workers with industry-recognized certification of competencies, upon completion of training.

This is achieved by developing, implementing and recognizing Red Seal occupations and credentials; promoting high standards in occupational training; fostering harmonization in training among jurisdictions; and increasing public awareness of apprenticeship training and certification (Yeoman, 2006:34).

According to Yekunoamlak (2000:29) standards are prepared in ATP to maintain quality and thereby protect the interest of the trainees, training centers and

employers. Standards give a point of focus or a point of reference for making reasonable decisions on programs of various training centers.

Therefore, training provider organizations should strive to offer job related training so that the graduates will be competitive and get access to employment. The employers in industrial sector on the other hand, require self directed and committed workers who can generate income. The problem is how to match the interest of the training centers and employers. In response to this situation, the idea of standardizing the certification process came into being.

2.11.9. Trade Testing and Certification in Addis Ababa

According to MOE (2000:25) indicates that, to date there is no well-organized system of trade testing and certification in Addis Ababa because it is not based on a common systematic basis of determining the level and qualifications of skilled worker and the certificates awarded by the training providers are not based on common standards and thus are not comparable.

Similarly, Yekunoamlak (2000:29) states that, in order to get recognition and uniformity, the implementation of the assessment process standards and certification process should be both valid and reliable.

For a comprehensive outcome-based apprenticeship system, occupational standards are the basis for the development of curricula and for trade testing. Testing can only be driven from occupational standards and not from curricula.

Therefore, a comprehensive and integrated scheme of assessment and certification in ATP at various level of qualification should be introduced, based on defined apprenticeship standards.

2.12. Follow-up or Monitoring Apprentices

According to ITA (2005:8) Apprenticeship Coordinators and other educators involved in the delivery of ATP should monitor students by communicating directly with both workplace supervisors and apprentices to ensure that any apprentices concerns are addressed, and that any problems are resolved in the best interests of both apprentices and sponsors.

As with all educational programs, ATP trainees must be evaluated by educators with valid teaching certificates, who must assign final percentages. As with other courses, evaluation is based on established criteria measuring trainee's achievement in relation to the prescribed learning outcomes for ATP. Achievement indicators describe the attitudes demonstrated, skills applied, or knowledge acquired by students in relation to the learning outcomes. The achievement indicators listed in this guide are not mandatory. They are suggestions that provide criteria to assist instructors in assessing how well their trainees achieve the learning outcomes. The evaluation of ATP trainees should be based on clear criteria, and should include a variety of assessment strategies. ATP Coordinators of the institution are responsible for providing employers/sponsors with student evaluation forms (A sample apprentices evaluation form for sponsors is included in Appendix VII). Although employer/sponsor evaluations are an important assessment instrument, they are only one means of assessing ATP trainees (ITA, 2005: 9).

Generally, the assessment information necessary for proper evaluation can be obtained in part through the monitoring of ATP trainees. In addition to collecting assessment information during monitoring visits, instructors should evaluate whether trainees perform assigned tasks to the best of their abilities, and whether trainees' personal management skills (demonstrating positive attitudes and behaviors, being responsible, being adaptable, learning continuously, and working safely) are consistent with expectations of sponsors and the TVET institutions. Special attention should be paid to attendance and punctuality, as well as demonstration of positive attitudes and workplace safety.

2.13. The practice of Apprenticeship in Some Selected Countries

2.13.1. Apprenticeship in U.S.A.

The system of apprenticeship as U.S. Department of Labor (2004:57), states that it first developed in the later Middle Ages and came to be supervised by craft guilds and town governments. A master craftsman was entitled to employ young people as an inexpensive form of labor in exchange for providing formal training in the craft. Most apprentices were males, but female apprentices can be found in a number of crafts associated with embroidery, silk-weaving etc. Apprentices were

young (usually about fourteen to twenty-one years of age), unmarried and would live in the master craftsman's household. Most apprentices aspired to becoming master craftsmen themselves on completion of their contract (usually a term of seven years), but some would spend time as a journeyman and a significant proportion would never acquire their own workshop.

Lesson learned

1. Employing young people as an inexpensive form of labor in exchange for providing formal training in the craft.
2. Apprentices were not only young male but also female who aspired to becoming master craftsmen themselves on completion of their contract.

2.13.2. Apprenticeship in the United Kingdom

As Deissinger (2002:12) states that Apprenticeships have a long tradition in the United Kingdom's education system. In early modern England 'parish' apprenticeships under the Poor Law came to be used as a way of providing for poor children of both sexes alongside the regular system of apprenticeships, which tended to provide for boys from slightly more affluent backgrounds.

In modern times, the system became less and less important, especially as employment in heavy industry and artisan trades declined. Traditional apprenticeships reached their lowest point in the 1970s' by that time, training programs were rare and people who were apprentices learnt mainly by example. Those who complete all elements of the framework receive a certificate, but the Apprenticeship is not a discrete qualification.

There are now more than 160 Apprenticeship frameworks (2005). Unlike traditional apprenticeships, the current scheme extends beyond 'craft' and skilled trades to areas of the service sector with no apprenticeship tradition. Employers who participate in the scheme have an employment contract with their apprentices, but off-the-job training and assessment is wholly funded by the state through various agencies. There is no minimum time requirement for apprenticeships, although the average time spent completing a framework is roughly 21 months.

Lesson Learned

1. Apprenticeship alone is not considered as a discrete qualification.
2. There are large numbers of option of apprenticeship framework (160).
3. The average time spent completing a framework is roughly 21 months.

2.13.3. Apprenticeship in Germany

As Deissinger, (2002:20) mention in his book that apprenticeships are part of Germany's successful dual education system, and as such form an integral part of many people's working life. Young people can learn one of 356 (2005) apprenticeship occupations, such as Doctor's Assistant, Banker, Dispensing Optician or Oven Builder. The dual system means that apprentices spend most of their time in companies and the rest in formal education. Usually, they work for three to four days a week in the company and then spend one or two days at a vocational school. These have been part of the education system since the 19th century.

Although the rigid training system of the GDR, linked to the huge collective combines, did not survive reunification, the system remains popular in modern Germany: in 2001, two thirds of young people aged under 22 began an apprenticeship, and 78% of them completed it, meaning that approximately 51% of all young people under 22 have completed an apprenticeship. One in three companies offered apprenticeships in 2003; in 2004 the government signed a pledge with industrial unions that all companies except very small ones must take on apprentices.

The employer is responsible for the entire program; apprentices are not allowed to be employed and have only an apprenticeship contract. The time taken is also regulated; each occupation learnt takes a different time, but the average is 35 months. People who have not taken this apprenticeship are not allowed to call themselves an "*Industriekaufmann*;" (journeyman) the same is true for all the 356 occupations (Deissinger, 2002:45).

Lesson Learned

1. Wide option of apprenticeship occupations (356).
2. Apprenticeship is considered as an integral part of many people's working life.

3. A government has signed a pledge with industrial unions that all companies except very small ones must take on apprentices.
4. Each occupation learnt takes a different time, but the average is 35 months.
5. Usually, apprentices work for three to four days a week in the company and then spend one or two days at a vocational school.

2.13.4. Apprenticeship in France

As Yeoman (2006:8) also states about apprenticeship in France is that, apprenticeships also developed between the ninth and thirteenth centuries, with guilds structured around apprentices, journeymen and master craftsmen, continuing in this way until 1791, when the guilds were suppressed.

In 1851 the first law on apprenticeships came into force. From 1919, young people had to take 150 hours of theory and general lessons in their subject a year. This minimum training time rose to 360 hours a year in 1961, then 400 in 1986. In 1986 the age limit for beginning an apprenticeship was raised from 20 to 25.

On January 18, 2005, President Jacques Chirac announced the introduction of a law on a program for social cohesion comprising the three pillars of employment, housing and equal opportunities. The French government pledged to further develop apprenticeship as a path to success at school and to employment, based on its success, in 2005, 80% of young French people who had completed an apprenticeship entered employment. In France, the term denotes manual labor only (Yeoman, 2006:10).

Lessons learned

1. The majority who had completed an apprenticeship entered employment (80%).
2. The French government pledged to further develop apprenticeship as a path to success at school and to employment.

2.13.5. Apprenticeship in Sub-Saharan African countries

Apprenticeship system, in some sub-Saharan African countries, for example, was not integrated within the formal system. It acquires its practices from tradition, where the apprentice is formed by a master artisan who acts as a sort of 'father figure' the transmission of knowledge was essentially based on observation and

imitation. This system belongs to what is commonly called the informal sector. In some cases apprenticeship gives rise to expertise. However, to the degree that training on the job has predominant place, "apprenticeship offers few possibilities for learning the basic principles and theories on which practices is based" (Atchoarena, 2002:184)

2.13.5.1. South Africa

In 1960s and early 1970s the South African economy experienced unprecedented growth. In this context there was a growing demand for skilled labor. Employers enjoyed tax benefits when they inter and completed apprenticeship contracts. In the history of South African the Man Power Training Act of 1981 allowed all its citizens to embark upon apprenticeships and the system was governed by a single Act for the first time. It also introduced a number of other innovations, many of which were inspired by changes taking place within the British training system. The following were included in the innovations.

1. The introduction of a National Training board to advise the Minister of Manpower on training issues (replacing the earlier Apprenticeship Board set up under the 1944 Act),
2. The introduction of the competency-based modular training system for the apprenticeship system,
3. The introduction of a decentralized system of volunteer industry training boards (with optional trade union participation) with the power to manage existing trade training, to nominate new trades for designation and pay grants to employers from their own training levies,
4. In an effort to revitalize apprenticeship mode of TVET, seen as an important asset in the South Africa's training culture, the government has designed a new scheme called learner ships. These are a more flexible and a new form of apprenticeship. They have in common with apprenticeship the requirement that a workplace experiential component be added to learning and that a practical assessment of competence be undertaken (Atchoarena, 2002:281).

Lessons Learned

- Employers enjoyed tax benefits when they enter and completed apprenticeship contracts,
- There is more flexible and a new form of apprenticeship with common requirement that a workplace experiential component be added to learning and that a practical assessment of competence is undertaken.

2.13.5.2. Botswana

The industrial base in Botswana is still very small and has not been able to support apprenticeship training model to any significant level. However, the Ministry of Labor and Home Affairs is responsible for the delivery of apprenticeship. The apprenticeship scheme absorbs only 1.5% of the school leavers. Furthermore, the views of the employers were that the programs were not meeting the needs of industry. The policy states that government should cater for the initial broad-based training, while the employer should provide the specialization skill training. As a result, the national apprenticeship scheme is central in providing skilled artisans. The content of the ATP are drawn up in close cooperation with commerce and industry, which are represented in program advisors committee. Generally, the recent evaluation of the ATP commissioned by the Ministry of Labor and Home Affairs, recommended that the scheme be modernized and made more flexible to accommodate or fixing training for workers as technology and skills requirements change (Atchoarena, 2002:273-274).

Lesson Learned

- There is flexibility of training as technology and skills requirements change,
- The content of the ATP are drawn up in close cooperation with commerce and industry,

2.13.6. Apprenticeship in Ethiopia

Since western schooling was introduced in most developing countries including Ethiopia, it has always had a strong vocational focus. It was essentially geared towards preparing individuals for jobs in the emerging European or expatriate

dominated sectors of these economies. Traditional knowledge and culture came to be de-emphasized by schools offering Western-type education which was considered necessary to equip students eventually to become clerks and junior functionaries, either in government departments or in the private sector, teachers, preachers, catechists and later even priests. For such jobs an academic education, which stressed reading and writing skills and some general knowledge was considered necessary and this was the kind of vocational instruction that the primary schools offered. Later, as the number of educated individuals outstripped the demand for these white-collar jobs in the developing countries, attention became focused on gearing the curriculum to prepare students to occupy such roles as farmers, and farmers' wives, especially within rural communities.

In this changing context practical subjects began to be taught as part of the program of vocationalizing the curriculum of these schools. The hope was that the training which they would provide would better equip the students with the kind of skills and attitudes that would encourage them to seek manual rather than just white-collar occupations Lauglo and Lills (in Masraesha 2004:62).

Regarding the development of TVET in Ethiopia, Compatible to what is stated above; historically one can discern four phases: the first development was when some schools were opened to give training in a resemblance of vocational subjects in 1886 and later the establishment of a school in 1930 to give vocational and technical training. The second phase is the establishment of a full fledged modern technical school in 1942. The third phase has waited for a long time until the 1960s when a number of comprehensive schools were opened to cater for academic as well as vocational training. The last phase is the establishment of a series of special schools, which were planned to be precursor institutions for a polytechnic education in Ethiopia to give TVET in a variety of fields Negat Education Series (in Masresha :63)

According to the MOE (2003:3-5) in the current TVET system a number of TVET programs are offered middle level technical and vocational 10+1 with performances of basic vocational or entrepreneurial competencies lasts for one year. Middle level 10+2 program which lasts two years include the performance of intermediate

technical and vocational or entrepreneurial competencies. The third middle level technical and vocational training has a training length of three years. It is a performance of advanced technical and vocational or entrepreneurial competencies in selected occupations. The contents of the programs were built on each other that the successful completion of one training program provides the entry requirements for the next higher qualification and each level has 312 contact hour apprenticeship training program.

Based on this, the content of apprenticeship training in Ethiopia as stated by the MOE (2002:2) is internationally the same, but its practical applicability differs from one country to another. However the experience of other countries like Germany, India and others have been studied out of which those which fits the Ethiopian situation are included in the Guideline.

To sum up, this part is intended to provide theoretical background of apprenticeship, the process of implementation and share the experience of ATP in some selected countries. Accordingly based on the review of related literature and basic questions raised in the introductory part, the researcher presents his original survey in the following part.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF THE DATA

This chapter deals with the analysis and interpretation of the data gathered from the available TVET principals, ATP coordinators, TVET trainees and supervisors\ trainers of apprenticeship training offering organizations. The data obtained through questionnaires, interviews, observations checklist and documents were analyzed and interpreted. Therefore, the basic questions raised in chapter one were given appropriate treatment.

3.1. Characteristics of the Study Population

Out of the total 110 questionnaires distributed to regular program TVET trainees of SMUC, 109 (99.09%) Were filled and returned. And out of 174 questionnaires distributed to extension program TVET trainees of SMUC, all (100%) were filled and returned. On the other hand, from a total of 100 questionnaires distributed to supervisors of apprenticeship training offering organizations, all (100%) were filled and returned. Based on the responses obtained from the sample respondents, the analysis and interpretation of data are presented following each table.

TABLE III

Description of Trainees by Sex, Training Programs & Field of study

Items	Alternates	% & No	Trainees		Total
			Regular program	Extension program	
1.sex	Male	Count	28	43	71
		%	25.7%	24.7%	25.1%
	Female	Count	81	131	212
		%	74.3%	75.3%	74.9%
Total		Count	109	174	283
		%	100%	100%	100.0%
2. Field of study	Marketing	Count	13	23	36
		%	11.9%	13.2%	12.7%
	SSOM	Count	21	31	52
		%	19.3%	17.8%	18.4%
	Law	Count	18	27	45
		%	16.5%	15.5%	15.9%
	Accounting	Count	21	61	82
		%	19.3%	35.1%	29.0%
	It	Count	36	32	68
		%	33%	18.4%	24.0%
Total		Count	109	174	283
		%	100%	100%	100.0%
3. Level of study	10+1	-	-	-	-
	10+2	-	-	-	-
	10+3	Count	109	174	283
		%	100%	100%	100.0%
		Count	109	174	283
Total		%	100%	100%	100%

As shown in Table III item 1, 28 (25.7%) of the trainees from regular program and 43 (24.7%) of the trainees from extension program were males. In addition, 81(74.3 %) of the trainees from regular program and 131(75.3%) of the extension program were found to be females. Thus, the majority of respondents from both regular and extension program were female apprentices within the intention to be an office worker. However, the numbers of trainees were higher in extension program than that of the regular program. Moreover, it means female enrollment in TVET program is increasing in alarming rate considering that they benefit from the program. Generally, it is possible to deduce that the representation of each sex from the sample apprentices was assumed to provide sufficient ideas and opinions for the study under way.

Regarding the field of study, the participants of the study were from business faculty TVET program of the SMUC. As shown in item 2 Table III above, there is proportional number of distribution from each department of both regular and extension programs, however, the numbers were greater in the departments of Accounting 82 (29.0%) and IT 68 (24%) of the total sample population. It indicates that the sample study comprises of different field of study to get variety of opinions from both regular and extension programs with regard to the implementation of ATP.

As to the level of training, composition of the apprentices indicated in item 3 Table III above, all of the participants from both regular program 109 (38.5%) and extension program 174 (61.5%) of the respondents were from 10+3 TVET program. It shows that the majority of the participants were found to be from adult evening program entrants who enter or reenter to the college by pursuing the day time program in different activities having the exposure to the world of work than the regular young part time entrants, and registered to benefit from 10+3 TVET program. Since ATP, according to the curriculum, is mandatory after completing TVET program that offered within a year, it sounds logical to infer that the all apprentices from regular and extension programs have undergone apprenticeship training at least for two consecutive programs and can provide complete and reliable data in relation to the implementation of the ATP. As a whole, the findings from the sex, field of study and level of training profile of the respondents indicate that there was proportional number of respondents from both sexes, field of study and the level of study for both regular and extension programs.

TABLE IV

Description Supervisors' Qualification, Field of Study & Service Years

	Alternates	% & No	Supervisors		Total
			Regular program	Extension program	
1. Sex	Male	Count	20	31	51
		%	42.5%	63.3%	53.1%
	Female	Count	27	18	45
		%	57.5%	36.7%	46.9%
Total		Count	47	49	96
		%	100%	100%	100.0%
2. Position	Top level Manager	Count	1	2	3
		%	2.1%	3.8%	3.0%
	Middle level management	Count	11	16	27
		%	23.4%	30.2%	27.0%
	Lower level management	Count	35	35	70
		%	74.5%	66.0%	70.0%
Total		Count	47	53	100
		%	100%	100%	100.0%
3. Qualification	Diploma and below	Count	36	44	80
		%	76.6%	83.0%	80.0%
	Degree	Count	8	7	15
		%	17.0%		15.0%
	Master and above	Count	3	2	5
		%	6.4%	3.8%	5.0%
Total		Count	47	53	100
		%	100%	100%	100.0%
4. Service	Below 5yrs	Count	22	22	44
		%	46.8%	41.5%	44.0%
	5-10yrs	Count	4	10	14
		%	8.5%	18.8%	14.0%
	11-15yrs	Count	3	2	5
		%	6.4%	3.8%	5.0%
	above 15 yrs	Count	18	19	37
		%	38.3%	35.9%	37.0%
Total		Count	47	53	100
		%	100%	100%	100.0%
5. Type of business	Manufacturing	Count	6	4	10
		%	14.0%	9.8%	11.9%
	Service	Count	37	37	74
		%	86.0%	90.2%	88.1%
Total		Count	43	41	84
		%	100%	100%	100.0%
6. Type of ownership	Private	Count	29	27	56
		%	61.7%	55.1%	58.3%
	Government	Count	6	13	19
		%	12.8%	26.5%	19.8%
	NGO	Count	12	9	21
		%	25.5%	18.4%	21.9%
Total		Count	47	49	96
		%	100%	100%	100.0%
7. Accountability of the organization	Federal Government	Count	32	38	70
		%	78.1%	84.4%	81.4.0%
	Regional government	Count	9	7	16
		%	21.9%	15.6%	18.6%
Total		Count	41	45	86
		%	100%	100%	100.0%
8. Number of employees in the organization	Below 5	Count	19	23	42
		%	40.4%	43.4%	42.0%
	5-10 employees	Count	11	10	21
		%	23.4%	18.9%	21.0%
	Above 10 employees	Count	16	19	35
		%	34.0%	35.8%	35.0%
Total		Count	47	53	100
		%	100%	100%	100.0%

As seen in Table IV 20 (42.5%) of the supervisors from regular program and 31 (63.3%) of the supervisors from extension program were males. On the other hand, 27(57.5%) of the supervisors from regular program and 18 (36.7%) of the supervisors from extension program were females. It shows that the majority of supervisors assigned in the regular program were female trainers where as the assignment of the supervisors as trainers of the ATP in the extension program were males.

As indicated in item 2 of Table IV. With regard to the position, the majority of supervisors 35 (74.5%) of the regular program and 35 (66.0%) of the extension program were from lower level management group. Totally, 70% of supervision\training of the ATP were offered by lower level management group. The remaining 30% supervisors were belong to the middle and top management level.

Possible to deduce that the ATP was shouldered by the lower level management which means no more attention was provided by the top and middle management groups.

It has been recorded in Table IV item 3, that the majority of supervisors 36 (76.6%) of the regular program and 44 (83.0%) of the extension program were diploma and below diploma. On the other hand, 8 (17%) of the regular program and 7 (13.2) of the extension program were degree holders while the remaining 3 (6.4%) and 2 (3.4%) of the regular and extension were master and above master level respectively.

Therefore, from the academic qualification of supervisors\trainers, it is possible to deduce that the majority of supervisors\trainers in both regular and extension programs have only diploma and below diploma level. However, as indicate in the literature, trainees should be attending classes taught by highly qualified trainer chosen for their extensive knowledge and expertise. In addition to this, the education and training policy of MOE states that trainers ought to have a minimum of first degree to train in the ATP. Thus, it may affect the quality of the apprenticeship training program in the training offering organizations adversely.

Table IV item 4 shows that the majority of the trainers from regular programs 22 (46.8%) and from extension program 22 (41.5%) service years were below 5 years and those supervisors who had service years of 5-10 years were 4 (8.5%) of the regular program and 10 (18.8%) of the extension program. The remaining supervisors served for more than 15 years were 18 (38.3%) of the regular program and 19 (39.9%) of the extension program. This finding indicates that the majority of apprentices were offered apprenticeship training by those who had no longer work experience in the world of work. However, as indicate in the literature, the apprentice should work side by side with experienced journeymen who understand the practical application and theory. This may have an effect on the quality of training offered by apprenticeship training organizations.

As the data tabulated in Table IV item 5, shows that the type of business where apprentices were practiced. The majority of apprentices 37 (86.0%) of the regular program and 37 (90.2%) of the extension program were undertaking training in service business organizations and the rest 6 (14.0%) and 4 (9.8%) of the regular and extension programs have practiced in the manufacturing business organizations respectively. This shows that service business organizations were offered training for apprentices more than manufacturing business organizations did from both regular and extension programs.

On item 6 of Table IV, imparts that the type of ownership where apprentices have experience. The majority of supervisors 29 (61.7%) of the regular program and 27 (55.1%) of the regular program were from privately owned organizations. On the other hand, 6 (12.8%) of the regular program and 13 (26.5 %) of the extension were from government owned organizations and 12(25.5%) and 9 (18.4 %) of the regular and extension programs were from NGO (Non Government Organizations) respectively. This finding explicit that private ownership organizations were accommodated the majority of apprentices for apprenticeship training program from both regular and extension programs. On the contrary, as the interview conducted with coordinators of the SMUC indicated that the institute sends professionals only to government organizations to follow-up the ATP.

As seen in Table IV item 7, 32 (78.1%) of the supervisors from regular program and 38 (84.8%) of supervisors from extension program show that the organizations

were accountable for the federal government and the remaining 9 (21.9%) and 7 (15.6%) of supervisors from regular and extension programs indicated that the organizations were administered by regional government respectively. This finding shows that the majority of organizations where ATP offered were administered by federal government.

As regards item 8 of Table IV, nearly half 19 (40.4%) of supervisors from regular program and 23(43.4%) of supervisors from extension program indicated that the number of employee in each organization was below 5 employees. On the other hand, 11 (23.4%) and 10 (18.5%) of supervisors from regular and extension program replied that the number of employees were between 5 to 10 employees respectively. The remaining 16 (34.0%) of supervisors from regular program and 19(35.8%) of supervisors from extension program indicated that the number of employees in the organizations were more than 10 employees. However, as indicated in the literature the German experience shows that the government has signed a pledge with industrial unions that all companies except very small ones must take apprentices. It is possible to deduce that the majority of apprentices were practiced in small scale organizations where follow-up system was difficult.

Table V

Conditions of Trainees Accommodation & Proximity of Organization

Items	Alternates	% & No	Trainees		Total
			Regular program	Extension program	
1. Which of the following was used for your accommodation during apprenticeship training?	Family	Count	84	140	224
		%	77.0 %	80.9%	79.4%
	Rent	Count	15	30	45
		%	13.8%	17.3%	16.0%
	Relative	Count	10	3	13
		%	9.2%	1.7%	4.6%
Total		Count	109	173	282
		%	100%	100%	100.0%
2. Distance of Residence from organization	Below2km	Count	46	36	82
		%	43.4%	21.2%	29.7%
	2-7km	Count	41	81	122
		%	38.7%	47.6%	44.2%
	Above 7km	Count	19	53	72
		%	17.9%	31.2%	26.1%
Total		Count	106	170	276
		%	100.0%	100.0%	100.0%

As indicated in item 1 of Table V, trainees were asked to indicate their accommodation during apprenticeship training. The majority 84 (77.0%) trainees from the regular program and 140 (80.9%) trainees from extension program indicated that they were attending the apprenticeship training by having their shelter with their family, there are some 15 (13.8%) trainees from regular program and 30 (17.3%) of trainees from extension program were attending the apprenticeship training by using a rented house for their shelter. Therefore, it is possible to deduce that some trainees incur additional costs for their accommodation, transport, food and the like during attending the apprenticeship training.

With regard to the distance of residence from organizations during attending apprenticeship training 46 (43.4%) trainees of the regular program and 36 (21.2%) trainees of the extension program were attending the apprenticeship training from a distance of less than two kilometers. On the other hand, nearly half 41 (38.7%) trainees of the regular program and 81(47.6%) trainees of the extension program were attending the program by using at least two taxi stops. The remaining trainees 19 (17.9%) of respondents from the regular program and 53 (31.2%) of the respondents from extension program states that they travel by using more than two taxies to attend the apprenticeship training. Thus, one can deduce from this finding that due to the shortage of financial requirements and the far distances to attend the apprenticeship training may cause exclusion or totally dropout from attending the program, especially for those who attend the program during the summer session.

3.2 Presentation of Data

Table VI
Conditions of Legal Framework for ATP

Items	DF	Table value χ^2	p- val ue	Alternates	% & No	Supervisors		Total
						Regular program	Extension program	
1.How was your organization made familiar with the laws to provide apprenticeship training?				On the basis of request by TVET institute	Count	20	31	51
					%	47.6%	68.9%	58.6%
				On the basis of guideline\order from local administration office	Count	11	7	18
					%	26.2%	15.6%	20.7%
				Based on the basis of guide line from employers	Count	11	7	18
					%	26.2%	15.6%	20.7%
Total				Count	42	45	87	
				%	100%	100%	100.0%	
2. Were there laws supporting the implementation of apprenticeship training				yes	Count	18	32	50
					%	38.3%	60.4%	50.0%
				No	Count	29	21	50
					%	61.7%	39.6%	50.0%
Total	1	1.173	.279	Count	47	53	100	
				%	100%	100%	100.0%	
3. If 'yes', how was it familiar with the laws?				Through discussion with higher officials in the meeting	Count	28	23	51
					%	59.6%	43.4%	100.0%
				by providing apprenticeship guideline	Count	10	25	35
					%	21.3%	47.2%	100.0%
				through training of trainers on the work shop	Count	9	5	14
					%	19.1%	9.4%	100.0%
Total				Count	47	53	100	
				%	100%	100%	100.0%	
Items	Alternates		% & No	Respondents				
				Regular program		Extension program		
				Trainees	Supervisors	Trainees	Supervisors	
4. Did trainees sign Apprenticeship contract?	yes	Count	10	7	3	8		
		%	9.2%	14.9%	1.7%	15.1%		
	No	Count	99	40	170	45		
		%	90.8%	85.1%	98.3%	84.9%		
Total		Count	109	47	173	53		
		%	100%	100%	100%	100%		

Apprenticeship is a tripartite agreement between trainees, institutions and employees of the organizations offering apprenticeship training program. Therefore, it creates linkage between the institution and the companies whereby providing different opportunities to trainees to improve the practical skills and creates high exposure to the world of work. In order to implement this program effectively, it should be supported by rules and regulations of the country with regard to ATP. Therefore, as cited in the review of literature in this thesis, the German experience is one that can take lesson that the legal foundation for the apprenticeship training is the responsibility of the federal government.

In light of the above discussion, under item 1 of Table VI, respondents were asked to indicate the basis for the provision of apprenticeship training by the organizations. The majority 20 (47.6%) of the respondents from the regular program and 31 (68.1%) of them from the extension program indicated that the provision of apprenticeship training was based on the request by the TVET institution. On the other hand, 11(26.2%) of the supervisors from the regular program and 7 (15.6%) of supervisors from the extension program replied that the provision was made based on the guideline provided from the local administrative office. The other group who answered that they perform on the basis of guideline provided by employers to practice in the organization were 11(26.2%) and 7 (15.6%) of the supervisors from the regular and extension program respectively. It shows that the majority of the organizations who provide ATP were not based on the legal framework.

Item 2 in the same table above respondents were asked to indicate the availability of laws supporting the implementation of ATP. The majority 29 (61.7%) of the respondents from regular program responds negatively whereas, 32 (60.4%) of the respondents from extension program responds positively. A chi-square test was calculated to check whether perceptual difference exists between two groups of study. Accordingly, the result revealed that for 1 degree of freedom at 0.05 level of significance, the p-value (0.279) was found to be greater than 0.05 implying the existence of no perception difference.

Therefore, one can deduce from the findings that different laws were applied for regular and extension program where identical system of training was implemented.

Item 3 of Table VI respondents were asked "If yes, how were they made themselves familiar with the laws?" the majority 28 (59.6%) of the respondents from regular program and 23 (43.3%) of the respondents from extension program replied that they made familiar with the laws were through discussion with higher officials in the meeting. The other group of respondents who replied the laws made familiar on the basis of guideline/order provided by local administrative officials 10 (21.3%) and 25 (41.7%) of the respondents were from regular and extension programs respectively. On the other hand, 9 (19.1) of the respondents from regular program and 5 (9.4%) of the extension program replied that the familiarity of the laws was through training of trainers on the workshop. However, as indicated in the literature, there should be common understanding about rules and regulations between all concerned. Commitment to framework conditions, training schedule, contractual regulations of apprenticeship training, and questions of insurance as well as other issues of regulations is dependent on a fair participation of all stakeholders. Thus, it is possible to deduce that there was no similar laws applied on both regular and extension programs.

Item 4 of the same Table above respondents were asked with the intention to identifying whether or not apprenticeship contract signed with the three parties, the trainees, the institutions and the organizations offering ATP. Accordingly, the majority of respondents 99 (90.8%) of the trainees from regular program and 40 (85.1%) of the supervisors from regular program and 170 (98.3%) of the trainees from extension program and 45 (84.9%) of the supervisors from extension program responded that contract was not signed among the parties who implement the ATP. In addition to this, on the interview conducted with the principals and coordinator of ATP office of the SMUC confirms that there was no sign of contract among the parties. However, as stated in the literature, employers who participate in the scheme should have an employment contract with their apprentices. From this finding one can infer that there was no sign of contract with the parties in both regular and extension programs.

Table VII

Criteria Used to Select Organizations & Assignment of Trainees

Items	DF	Table value χ^2	P- value	Alternates	% & No	Supervisor		Total
						Regular program	Extension program	
1. Are there criteria set to select organizations?				yes	Count	9	4	13
					%	19.1%	7.5%	13.0%
				No	Count	38	49	87
					%	80.9%	92.5%	87.0%
Total	1	.240	.624		Count	47	53	100
					%	100%	100%	100.0%
2. If 'yes', what are the criteria determined?				The number of employee	Count	-	1	1
					%	0%	25%	7.7%
				The amount of capital	Count	1	-	1
					%	11.1%	0%	7.7%
				Type of ownership	Count	3	1	4
					%	33.3%	25%	30.8%
				Type of business	Count	5	2	7
					%	55.6%	50%	53.8%
Total				Count	9	4	13	
				%	100%	100%	100.0%	
3. How does the number of trainees assigned to each organizations determined?				By each organization unilaterally	Count	4	40	48
					%	8.5%	75.5%	48.0%
				By TVET institution on the basis of preset criteria	Count	4	1	5
					%	8.5%	1.9%	5.0%
				By the agreement between TVET institution and organization	Count	30	1	31
					%	63.8%	1.9%	31.0%
				On the basis of the statement of the law	Count	8	2	10
					%	17.0%	3.8%	10.0%
				There is no formal procedure	Count	1	5	6
					%	2.1%	9.4%	6.0%
Total				Count	47	53	100	
				%	100%	100%	100.0%	
4. Who assigns trainees to each selected organizations?				The vocational counselor	Count	30	0	30
					%	63.8%	0%	30.0%
				The apprenticeship offering organizations	Count	2	12	14
					%	4.3%	22.6%	14.0%
				The trainer/teacher	Count	2	0	2
					%	4.3%	0%	2.0%
				Through trainees personal contact	Count	13	41	54
					%	27.7%	77.4%	54.0%
Total				Count	47	53	100	
				%	100%	100%	100%	
5. What criteria were used in the process of assignment				field of study	Count	56	24	80
					%	52.3%	14.6%	29.5%
				distance	Count	26	7	33
					%	24.3%	4.3%	12.2%
				interest of trainee	Count	17	133	150
					%	15.9%	81.1%	55.4%
				drawing\chance	Count	8	0	8
					%	7.4%	0%	3%
Total				Count	107	164	271	
				%	100%	100%	100%	

As stated in the review of related literature organizations should be selected based on the criteria stated on the guideline. The Britain experience in selection organizations is that If a sponsor has not previously been registered as a sponsor with the ITA, then the 'registration number' box on the Registration Form is left blank, and the sponsor completes a Registration to Verify Work-Based Training Form and provides this to the ATP Coordinator to submit to the Industry Training Center (ITC) along with the Registration Form.

Based on this item 1 of Table VII, was constructed to identify whether or not criteria was set to select organizations offering apprenticeship training. To this end, the majority 38 (80.9%) of the respondents from regular program and 49 (92.5%) of the respondents from extension program were replied negatively. A chi-square test was calculated to check whether perceptual difference exists between two groups of study. However, the result revealed that for 1 degree of freedom at 0.05 level of significance, the P-value (0. 624) was found to be greater than 0.05 implying that there is no statistically significant difference in perception exists between regular and extension program respondents. This finding indicates that the selection criteria set to select appropriate organizations that can offer ATP was made in haphazard manner for both regular and extension programs.

On item 2 of Table VII, this question is designed for those who responded positively regarding the criteria set to select apprenticeship offering organizations. Accordingly, the majority 5 (55.6%) of the respondents form the regular program and 2 (50%) of the respondents from extension program were indicated that the type of business were set as a criteria to select organizations. On the other hand of respondents, 3 (33.3%) from the regular program and 1 (25%) from the extension program indicated the type of ownership was set as a criteria to select organizations. As indicated in the literature the TVET institution should identify and select the appropriate and competent manufacturing and service giving organization that can fulfill the criteria. From this one can infer the criteria set to select organizations were the type of business and types of ownership are among the alternates provided. This also indicated in Table IV above, private ownership and service business organizations were accommodated the large number of trainees during the ATP.

Item 3 of Table VII, was designed to identify the responsible body to determine the number assigned trainees to each selected organizations offering ATP. Thus, the majority 30 (68.3%) of respondents from the regular program indicate that the number of trainees assigned by determined by the agreement between TVET institutions and apprenticeship offering organization. On the contrary, the majority 40 (75.5%) of the extension program respondents indicated that the number of trainees assigned to each selected organizations were determined by each organizations unilaterally. From the responses given by both program respondents, it is possible to deduce that the number of apprentices for regular program was determined by the agreement between the two parties whereas the extension programs were by each organization unilaterally.

As regards item 4 of Table VII, this question was raised to identify the responsible body in charge of assignment of trainees to each selected organizations. Therefore, the majority 30 (63.8%) of the respondents from regular program identify the responsible body in charge of assignment was made by the ATP coordinator of the SMUC. The rest 13 (27.7%) of the respondents from regular program who did not get chance to be assigned by the coordinator, the charge of assignment was shouldered by the trainees themselves.

On the other hand, the majority 41 (77.4%) of the respondents from extension program identify that the responsibility of assignment was made through trainees personal contact with organizations offering apprenticeship training program. This was also confirmed from the interview conducted with the apprenticeship coordinator of the University College that except few the majority of trainees from regular program were assigned by the university college whereas the trainees from extension program were not assigned by the university college however, the charge of assignment were shouldered on their personal contact with organizations offering ATP. From this finding it is possible to infer that there was charge of assignment on regular program trainees but not applied on extension program trainees.

As far as item 5 of Table VII was concerned, 56 (52.3%) of the respondents from the regular program under the study replied that trainees were assigned based on the field of study whereas the remaining 26 (24.3%) of the respondents from

regular program were assigned on the interest of the trainees. On the other side of the program, the majority 133 (81.1%) of the respondents from extension program were replied that the assignment of training was based on the interest of the trainees as it is indicated in item 4, Table VII. From this finding, it is possible to infer that the extension program trainees assign themselves to the organization where they feel comfort but the trainees from extension program are not assigned based on their interest to each selected organizations.

Table VIII

The Role of Organizations Offering Apprenticeship Training

Items	DF	Table value of χ^2	P- value	Altern ates	% & No	Trainees		Total
						Regular program	Extension program	
1. To receive and provide apprenticeship training to trainees.				yes	Count	32	23	55
					%	32.0%	13.8%	20.6%
				no	Count	68	144	212
					%	68.0%	86.2%	79.4%
Total	1	13.951	.000		Count	100	167	267
					%	100%	100%	100%
2. To assign the apprentices in the place appropriate to their training field to ensure that the apprentices acquire proper work experience.				yes	Count	16	18	34
					%	46.0%	28.7%	35.2%
				no	Count	84	149	233
					%	84.0%	89.2%	87.3%
Total	1	8.166	.004		Count	100	167	267
					%	100%	100%	100%
3. To assign a capable supervisor who would enhance the skills of the apprentice.				yes	Count	15	11	26
					%	15.0%	6.7%	32.5%
				no	Count	85	154	239
					%	85.0%	93.3%	90.2%
Total	1	37.247	.000		Count	100	165	265
					%	100%	100%	100%
4. Follow up the day-to-day performance of the apprentices.				yes	Count	18	131	149
					%	18.5%	78.4%	56.0%
				no	Count	81	36	117
					%	81.5%	21.6%	44.0%
Total	1	20.859	.000		Count	99	167	266
					%	100%	100%	100%
5. To acquaint the apprentice with work methods of the organization.				yes	Count	8	129	137
					%	8.0%	77.2%	51.3%
				no	Count	92	38	120
					%	92.0%	22.8%	48.7%
Total	1	7.139	.008		Count	100	167	267
					%	100%	100%	100%
6. To consider the trainee as a regular employee and to provide them with the necessary inputs.				yes	Count	12	115	127
					%	12.0%	70.6%	48.1%
				no	Count	88	48	136
					%	88.0%	29.4%	51.9%
Total	1	26.171	.000		Count	100	163	264
					%	100%	100%	100%
7. To properly evaluate the performance of the apprentice and submit the results to the TVET institution.				yes	Count	10	33	43
					%	10.0%	19.8%	16.1%
				no	Count	90	134	224
					%	90.0%	80.2%	83.9%
Total	1	1.010	.315		Count	100	167	267
					%	100%	100%	100%
8. To cooperate and work in coordination with the TVET institution.				yes	Count	37	37	74
					%	37.0%	22.6%	28.0%
				no	Count	62	127	189
					%	62.0%	77.4%	71.6%
				missin g	Count	1	-	1
					%	1.0%	-	.4%
Total	1	5.841	.061		Count	100	164	264
					%	100%	100%	100%

As already discussed in the literature of this thesis, the training curriculum designed in the areas of TVET have placed great emphasis on workplaces and the manpower profile which provide relevant, conceptualized job specific learning opportunities in a manner that will contribute to the growing pool of qualified workers in a cost effective manner. Based on this fact, Table VIII was designed in the intention to investigate to what extent the organizations offering apprenticeship training meets the crucial factors necessary to realize the ATP. Accordingly, item 1 of the same table above indicates the majority 212 (79.4%) of the respondents from both regular and extension programs similarly responded negatively where there was no provision of ATP properly.

As already discussed on item 5 of Table VII, respondent were asked whether they assigned based on their field of study. Accordingly, only 80 (29.8%) of the respondents from regular and extension program were replied as they were assigned based on their filed of study. Similarly, Item 2 of Table VIII, the majority 233 (87.3%) of the total respondents from the regular and extension programs replied that they were not assigned to the proper field of study.

With regard to the manpower profile, as indicated on the literature the supervision should be undertaken by competent and qualified journey-level workers on the job who are responsible for the work being performed, however, item 3 of Table VIII, indicates that more than 90% of the total respondents from both regular and extension programs replied that there was no capable supervisor assigned during the ATP.

Concerning the feasibility of follow-up the day to day activities of the apprentices, as the literature shows that the necessary education, assistance, and control provided by a journey-level employee that is on the same job site should at least be seventy-five percent of each working day. On item 4 of Table VIII, the majority 81 (81.5%) of the respondents from regular program replied negatively, on the contrary, 131 (78.4%) of the respondents from extension program replied positively.

Therefore, it is possible to infer that follow-up was undertaken on the extension program where as the regular program were not given attention as that of extension program.

Item 5 of Table VIII, concerning the acquaintance of the apprentices with the work method of the organization, the majority 92 (92%) of the respondents from regular program replied 'no'. Whereas, the majority 129 (77.2%) of the respondents from extension program replied 'yes'. This finding shows that the acquaintance of apprentices with the work method was better in extension program than the regular program.

As far as item 6 of Table VIII was concerned, the great majority 88 (88%) of the respondents from the regular program replied that they were not considered as a regular employee and there were no provision of the necessary inputs for the training program. But the literature indicates that apprentices should work full time as a regular employee except time taken for theoretical training. The respondents from the extension program on the other side, the majority 115 (70.6%) replied as they were considered as a regular employees even during the ATP. However, there were some 48 (29.4 %) of the respondents, from extension program, were not considered as a regular employees due to their regular work was unrelated with that of the training in SMUC. This finding infers that the provision of inputs by considering as regular employees was better in extension program than the regular program.

A chi-square test was calculated to check whether perceptual difference exists between two groups of study. Accordingly, the result revealed that for 1 degree of freedom at 0.05 level of significance, the P-value for item 1-6 in Table VIII above was found to be less than 0.05 implying that there is statistically significant difference in perception. This may be because the organizations offering apprenticeship training are from different private and government, small scale and large scale enterprises. As also an interview conducted with the coordinator of ATP of SMUC revealed that the assignment of trainees to organizations were only to some regular program trainees, however the extension program trainees select organizations by themselves. This may create perceptual difference between the two groups of respondents. Therefore, it is wise to ignore this difference and to depend on the response of the majority.

The properly evaluation of the performance of the apprentices was questionable as indicated by the great majority 90 (90%) and 134 (80.2%) of the respondents from

both regular and extension programs respectively, as indicated in item 7 of Table VIII. The literature also indicates that the implementation of the assessment process standards and certification process should be both valid and reliable. As it was clearly shown in the Table VIII, item 8, the majority 189 (71.6%) of the total respondents from both regular and extension programs replied that the organizations were not act in cooperation with the TVET institution.

In both cases, more over, the Chi-Square test result revealed that there has been no perception difference among the two groups of respondents. That is, P-value for the two items were greater than 0.05 (0.315 and 0.016 for item 7 and 8 respectively), which implies, in fact, that there was no difference in perception among the groups. In this regard, the interview responses of seemed to support the view of the majority respondents for the two items.

Generally, from these findings it sounds logical to infer that the awareness of the organizations towards mutual benefits derived from apprenticeship training program of both the regular and extension programs were very low.

Table IX

Roles of the Institution\ SMUC in Promoting ATP

Items	D F	Table value χ^2	P- value	Alter nates	% & No	Respondents		Total
						Regular program	Extension program	
1. To prepare curriculum guide lines and schedules to organizations				yes	Count	70	87	157
					%	64.8%	52.1%	57.1%
				no	Count	38	80	118
					%	35.2%	47.9%	42.9%
Total	1	3.223	.073		Count	108	167	275
					%	100%	100%	100%
2. To work in cooperation with the organizations				high	Count	15	28	43
					%	35.7%	31.8%	33.1%
				mediu m	Count	19	56	75
					%	45.2%	63.6%	66.9%
				lower	Count	8	4	12
					%	19.0%	4.5%	9.2%
Total	1	2.341	.095		Count	42	88	130
					%	100%	100%	100%
3. To assign professionals who follow-up the performances during apprenticeship training				yes	Count	16	22	38
					%	15.3%	13.8%	14.3%
				no	Count	87	138	225
					%	84.7%	86.3%	85.7%
Total	1	.284	.594		Count	105	160	265
					%	100%	100%	100%
4. How frequently was the follow up made by the institution?				Frequen tly	Count	4	11	15
					%	3.7%	6.3%	5.3%
				Once in a while	Count	10	6	16
					%	9.2%	3.4%	5.7%
				not at all	Count	95	157	252
					%	87.2%	90.2%	89.0%
Total					Count	109	174	283
					%	100%	100%	100%
5. Consider results as evaluation and certification of the institution.				yes	Count	96	158	254
					%	96.2%	98.8%	97.7%
				no	Count	4	2	6
					%	3.8%	1.2%	2.3%
Total	1	1.844	.175		Count	105	160	265
					%	100%	100%	100%

Table IX was designed to examine the efforts made by TVET program of the SMUC that provide assistance in the implementation of apprenticeship training program in each organization.

Accordingly, item 1 of Table IX indicates about preparation of guidelines and schedules to support the ATP. Therefore, the majority 70 (64.8%) of respondents from regular program and 87 (52.1%) of the respondents from extension program replied that there were preparation of the curriculum guideline and schedule whereas, 38 (35.2%) and 80 (47.9%) of the respondents from regular and extension programs respectively replied negatively. It shows that curriculum guide line was prepared by the institution so that the ATP can be held properly in both the regular and extension programs.

On the other hand, item 2 of Table IX, the majority 19 (54.2%) of the respondents from regular program and 52 (63.2%) of the respondents from extension program revealed that the institution had average cooperation with organizations offering ATP.

The other group of respondents on the contrary 15 (35.7%) and 28 (31.8%) of the respondents from both regular and extension program respectively replied that there were high relationship with companies offering ATP. The remaining 8(19.0%) and 4 (4.5%) of the respondents from both regular and extension program replied that there were low or no cooperation with the organization offering ATP. Therefore, from the above findings one can safely infer that the cooperation was not as high as it was expected to enhance the ATP.

Item 3 of Table IX, indicates quite large number of respondents 87 (87.7%) from regular program and 138 (86.3%) from extension program revealed that the institution was not assigned professionals who follow-up the performance of apprentices. On the contrary, 16 (15.3%) 22 and (13.8%) of the respondents from regular and extension program respectively replied there was follow-up by professionals during ATP. This may be because as the interview conducted with the coordinators of the ATP showed that the institution assigns a number of professionals to follow-up the performance of apprentices on limited number of organizations offering ATP. From this finding one can infer that even though the institution tried to assign some

professionals, the maximum effort was not exerted in the assignment of professionals to follow-up the performance of apprentices in the organizations during ATP. As the literature also states Apprenticeship Coordinators and other educators involved in the delivery of ATP should monitor students by communicating directly with both workplace supervisors and apprentices to ensure that any apprentices concerns are addressed, and that any problems are resolved in the best interest of apprentices

With regard to the frequency of follow-up, item 4 of Table IX shows that quite large number of respondents 95 (87.2%) from regular program and 157 (90.2%) from extension program replied that as there was no frequent follow-up during the ATP. This reply was confirmed by the coordinator of the ATP during the interview conducted that they assign professionals to follow-up the performance only once in awhile to the regular program apprentices but not at all to the extension program apprentices due unable to detect the whereabouts of the organizations offering ATP. According to the literature of this study indicates that the necessary education, assistance, and control provided by a journey-level employee that is on the same job site at least seventy-five percent of each working day,

As item 5 of Table IX indicates almost all of the respondents 96 (96.2%) and 158 (98.8%) from regular and extension programs respectively replied that the institution recognizes the results of apprentices sent from organizations offering ATP and considers as a component criteria for certification as a testimony for both regular and extension programs for the successful completion of middle level TVET program.

The Chi-Square test result also revealed in all cases that there was no statistically significant perception difference among all respondents of the two groups. That is all P-value in table IX were greater than 0.05 implying no existence of perception difference.

Generally, from these findings one can safely deduce the efforts made by the TVET program of the SMUC for the successful implementation of the ATP for both regular and extension programs were not found to be encouraging enough for the fact that they did not exert the maximum effort required to the program.

Table X
The Roles of Trainees during Apprenticeship Training

Reasons	Respondents				t-test	P-value
	Regular program		Extension program			
	Mean	SD	Mean	SD		
1. Diligently perform the apprenticeship training	1.3191	.5559	1.9811	.5715	-5.856	.108
2. To work according to the work method of the organization	1.3830	.4914	1.4528	.5025	-.701	.186
3. To Utilize materials with care & economy	1.5532	.5441	1.5472	.5394	-.702	.953
4. The ability to perform practical activities	1.9149	.5449	2.0566	.3048	-1.628	.003
5. The ability to cooperate with other employee	2.2340	.6982	1.9057	.7909	2.189	.447
6. The ability to utilize inputs	1.7021	.5071	1.6038	.4938	.982	.384
7. The quality of goods & services produced	1.7660	.5976	2.2830	.6006	-4.307	.694
8. The ability to use office equipment	2.7234	.6495	1.9423	.5015	6.733	.054

(Significant at an alpha level 0.05)

The t-test showed significant difference between regular and extension program trainees at $df = 281$, $\alpha = 0.05$.

As it is stated in the guideline the roles of trainees should be directed towards the acquaintance with the world of work and practice the theory learned in the institutions. The items in the Table X were designed to examine the state of apprentices' readiness and the ability to accomplish the ATP effectively. Although the P-value is greater than 0.05 in all items except item 4, shows that there were no significant difference on the role of trainees during apprenticeship training program between regular and extension program apprentices, the mean difference is greater than 0.05 in all items Table X. Since the mean difference is significant at 0.05 level the mean value for item 1, 2, 4 & 7 are better in extension program trainees than the regular program trainees.

On the other hand, the mean value for items 3, 5, 6 & 8 are better in regular program than the extension program trainees' role in the organization during apprenticeship training. Therefore, from this finding one can deduce that differences have been seen between regular and extension program trainees.

Table XI
Financing Apprenticeship Training

Items	D F	Table value χ^2	P- value	Alte rnat es	% & No	Supervisors		Total
						Regular program	Extension program	
1. Do apprentices pay fee for the apprenticeship training?				yes	Count	1	2	3
					%	2.1%	3.8%	3.0%
				No	Count	46	51	97
					%	55.3%	96.2%	97.0%
Total	1	.232	.630		Count	47	53	100
					%	100%	100%	100.0 %
2. Did organization make payment to apprentices?				yes	Count	8	9	17
					%	17.0%	17.3%	17.2 %
				No	Count	39	43	82
					%	83.0%	82.7%	82.8 %
Total	1	.001	.970		Count	47	52	99
					%	100%	100%	100.0 %
3. Did your organization incur loss emanating from apprentices training?				yes	Count	40	43	83
					%	85.1%	91.5%	83%
				No	Count	7	10	17
					%	14.9%	8.5%	17.0 %
Total	1	8.570	.063		Count	47	53	100
					%	100%	100%	100%
4. If yes, how do you rate the cost?				High	Count	39	6	45
					%	83.0%	11.3%	45.0%
				Mediu m	Count	1	8	9
					%	2.1%	15.1%	9.0%
				low	Count	7	39	46
					%	14.9%	73.6%	46.0%
Total	1	2.234	.573		Count	47	53	100
					%	100%	100%	100%

As stated on the review of related literature in this thesis, the challenge of TVET system includes the development of a financing mechanism for TVET that will facilitate the generation of additional resources needed to implement, strengthening of the TVET system and develop its capacity to increase efficiency. Therefore, a new concept of cost sharing in TVET with the intention that all beneficiaries, employers, the community and including trainees should contribute to the cost of training according to their capabilities.

To this end table XI indicates about the condition of financing ATP on both regular and extension programs. Accordingly, item 1 of Table XI identifies the majority 46 (55.3%) of the respondents from regular program and 51 (96.2%) of the extension program trainees were not paid for the ATP conducted in organizations offering ATP. This was also confirmed by the interview conducted with the coordinator of the ATP of the SMUC. From this finding one can possibly infer that neither of the institution nor the organization laid charge on trainees for the ATP.

On the other hand, the respondents were asked whether the organization paid apprentices for their labor exerted during the ATP. Accordingly, item 2 of the same table above, the majority 39 (83%) of the respondents from regular program and 43 (82.7%) of the extension program answered that there were no payment made for the apprentices during their stay in the organizations offering ATP. Therefore, from this finding it is possible to infer that there were no any payment of a salary for both regular and extension programs apprentices.

On item 3 of Table XI respondents were asked whether the organization incur loss due to the provision of ATP. Accordingly, the majority 40 (85.1%) the respondents from regular program and 43 (95.1%) of the respondents from extension program showed that cost is incurred emanating from ATP. The other group 7 (14.9%) and 10 (8.5%) of the respondents from regular and extension program respectively replied that the organization does not incur cost due to the provision of ATP.

On the same Table item 4 the respondents were asked to rate if the organization incurs cost. The majority 39(83.5%) of the respondents from regular program rated the cost of organizations incur emanating from provision of ATP. On the contrary, 39 (73.6%) of the respondents from extension program rated the cost incurred due to ATP as low.

From this finding it can be safely deduced that high cost were incurred emanating from the provision of ATP for the regular program. However, the cost incurred for extension program could be low if apprentices are from the same organizations where they work on the day time during the ATP and due to the time for the apprenticeship training for extension program (156hrs) is less than the time spent for regular program (312hrs).

A chi-square test was calculated to check whether perceptual difference exists between regular and extension programs. Accordingly, the Chi-Square test result also revealed in all cases that there was no statistically significant perception difference among all respondents of the two groups. That is all P-value in table XI above were greater than 0.05 implying no existence of perception difference.

Table XII
Reasons for Incurring Loss due to Apprenticeship Training

Reasons	Supervisors				Total Mean
	Regular program		Extension program		
	Mean	Rank	Mean	Rank	
1. The products/services of apprentices are below the quality standard	1.0000	5	1.0000	5	1.0700
2. The products/services of apprentices are worthless	1.4468	3	1.4468	3	1.4300
3. Capacity of apprentices for practical work is minimal	1.7234	1	1.7234	1	1.5000
4. Misuse of inputs by apprentice	1.4255	4	1.4255	4	1.4200
5. Work discipline of apprentice is low	1.4894	2	1.4894	2	1.4300

N.B. respondents were asked to provide more than one answer

The data tabulated in Table XII indicates that respondents from both regular and extension programs under the study had similar perception in ranking for reasons identified to incur loss due to ATP. Consequently, the minimal capacity of apprentices for practical work, low work discipline of apprentices, and the worthless products\services of apprentices were found to be the three most important reasons that made the organizations to incur high cost.

Table XIII
Incentives to Promote Apprenticeship Training

Reasons	Supervisors				Total Mean
	Regular program		Extension program		
	Mean	Rank	Mean	Rank	
1. Tax exemption on imported machine	1.5532	4	1.7925	2	1.6800
2. Provide free training for employees	1.9149	2	1.8113	1	1.8600
3. Charge free provision of land for expansion	1.9362	1	1.7736	3	1.8500
4. Letter of thanks given on graduation days	1.7660	3	1.7170	4	1.7400

N.B. respondents were asked to provide more than one answer

As far as the reasons to promote the ATP are listed in Table XIII, they are considered as vital incentives for promoting the quality of ATP. Accordingly, the perception of respondents from regular program the highest ranking incentives

were charge free provision of land for expansion, 2nd ranking were provision of free training for employees, and the 3rd ranking was letter of thanks given on graduation days were considered as the most important factor to promote apprenticeship training provider organizations.

On the other hand, the respondents from the extension program ranked as the most important were provision of free training for employees, tax exemption on imported machines, and charge free provision of land for expansion were the most incentives to be provided to organizations offering apprenticeship training program.

From this finding one can infer that there were significant difference between regular and extension program in promoting ATP however, the most incentive to promote apprenticeship training for both programs were provision of free training for employees and the last rank was tax exemption on imported goods.

Table XIV

Adequacy and Appropriateness of the Apprenticeship Training Schedule

Items		Alternates	% & No	Supervisors		
				Regular program		Extension Program
1. The time when Apprenticeship training was undertaken	Winter	Count	6	73	79	
		%	5.6%	44.5%	29.2%	
	Summer	Count	100	88	188	
		%	93.5%	53.7%	69.4%	
	Missing	Count	1	3	4	
		%	.9%	1.8%	1.5%	
Total		Count	107	164	271	
		%	100.0%	100.0%	100.0%	
2. How do you rate the duration of apprenticeship training time sufficient to make skillful?	Higher	Count	2	107	89	
		%	1.9%	62.6%	32.0%	
	Medium	Count	7	70	87	
		%	6.5%	40.9%	31.3%	
	Lower	Count	100	4	104	
		%	93.5%	2.3%	2.2%	
Total		Count	107	171	278	
		%	100.0%	100.0%	100.0%	
Items			Supervisors			
			Regular program		Extension program	
3. For how long did apprenticeship training undertaken with in each training period?	Below 156 hrs	Count	Trainees	Supervisors	Trainees	Supervisors
		%	94	23	148	33
	156-312 hrs	Count	14	24	26	20
		%	12.8%	51.1%	14.9%	47.7%
	Above 312hrs	Count	1	0	0	0
		%	0.9%	0%	0%	0%
Total		Count	109	47	174	52
		%	100%	100%	100%	100%

Table XIV was designed to investigate the adequacy and appropriateness of the schedule to provide apprenticeship training. Accordingly, in item 1 of the same table respondents were asked to indicate the appropriate time to undertake apprenticeship training, therefore, the majority 100 (93.5%) of the respondents from regular program and 88 (53.7%) of the respondents from extension program were identified that summer session was preferable to undertake ATP.

On the contrary, nearly half of the respondents from extension program indicated that winter program was suitable to undertake ATP. In addition to this item 2 of the same table, trainees were asked about sufficiency of the duration of time for apprenticeship to make apprentices skillful. In view of this, 100(93.5%) of the respondents from regular program replied that the amount of time for apprenticeship training were insufficient. On the contrary, 107 (62.6%) of the respondents from extension program rated it as high.

Item 3 Table XIV, was designed to identify the ample time provided for ATP. Accordingly, the majority 94 (86.2%) of the trainees, 23 (48%) of supervisors from regular program and 148 (85.1%) of trainees, 33 (62.3%) of supervisors from extension program replied that the length of time they have taken for the ATP were below 156 hrs per session. The remaining 14 (12.8%) of trainees, 24 (51.1%) of supervisors from regular program and 26 (14.9%) of trainees, 20 (47.7%) of supervisors from extension program replied that the time taken were between 156hrs to 312hrs per session. As the researcher conducted an interview with the coordinator of the ATP of the SMUC that the contact hour allowed for regular program were 312 hrs per year/session whereas, the contact hour for extension program were half of the contact hour decided for regular program, i.e., 156 hrs.

From these findings one can possibly deduce that there were significant difference between regular and extension program on the ground that the extension program apprentices have already exposure on the world of work.

Table XV

**Factors Affecting Retention and Completion of
Apprenticeship Training**

Reasons	Trainees				Total
	Regular program		Extension program		
	Mean	Rank	Mean	Rank	Mean
A. Due to marriage	1.3333	6	1.4167	6	1.3656
B. Long distance to organization that offers apprenticeship training	1.6071	3	1.7500	3	1.6630
D. Health problem	1.5636	4	1.7778	2	1.6484
E. Assignment of the duties other than the field of stud	1.9286	1	1.5833	5	1.6848
G. Engagement in other activities	1.4643	5	1.9167	1	1.9239
H. Financial problem	1.7500	2	1.6111	4	1.5217

N.B. respondents were asked to provide more than one answer

Table XV was designed to identify reasons affecting trainees to discontinue apprenticeship training. Accordingly, as the mean value indicated the highest problem for the regular program apprentices were ranked as assignment of duties other than the field of study, financial problem and long distance to organizations that offer apprenticeship training.

On the other hand the highly ranked problems for extension program were engagement in other activities, health problem and high distance to organizations that offering apprenticeship training.

One can infer from this finding that the assignment of duties other than the field of study seems the higher problem to regular program apprentices than the extension program apprentices that hinder them to continue with training. However, the highly ranked for both regular and extension programs as can be see on the mean total were engagement in other activities during apprenticeship training program.

Table XVI

Reasons for Exclusion of Trainees from Apprenticeship Training

Reasons	Trainees				Total
	Regular program		Extension program		
	Mean	Rank	Mean	Rank	Mean
A. Absence of adequate organizations in the area	1.3028	2	1.6034	3	1.4876
B. Reluctance of trainees	1.3119	1	1.6724	2	1.5336
C. Shortage of man power to organize apprenticeship training	1.2844	3	1.6954	1	1.5371
D. Inconvenience of time for apprenticeship training	1.2661	4	1.5517	4	1.4417

N.B. respondents were asked to provide more than one answer

Table XVI was designed to identify the reasons that hinder trainees from joining organizations offering ATP. Accordingly, as implied from the mean value, the first highest ranking problems for regular programs were reluctance of trainees to join, absence of adequate organizations in the area and shortage of man power to organize apprenticeship training.

On the other hand, the extension program respondents ranked the problems as the highest reasons for exclusions were shortage of man power to organize apprenticeship training, reluctance of trainees and absence of adequate organizations in the area were ranking respectively. Inconvenience of time were ranked as the last reason for both regular and extension programs, however, it should also be given attention as the reason for the exclusion of trainees from apprenticeship training.

From this finding it is possible to deduce that shortage of man power to organize apprenticeship training were the first ranking reason for the exclusion of trainees from apprenticeship training for extension program trainees whereas, reluctance of trainees were the first ranking reason for the exclusion of trainees for regular program trainees.

Table XVII**Reasons for Inconvenience of the Duration of Apprenticeship Training**

Reasons	Trainees				Total
	Regular program		Extension program		Mean
	Mean	Rank	Mean	Rank	
A. Trainees are engaged in other business	1.0459	3	1.6724	1	1.4452
B. Inconveniency of summer season	1.8440	1	1.5862	2	1.4523
C. since it was during vacation trainees did not prefer	1.1009	2	1.1954	3	1.3781

N.B. respondents were asked to provide more than one answer

Table XVII, was designed to identify the reasons for the inconvenience of time period when apprenticeship was offered in organizations. Accordingly, as implied from the mean the 1st rank for regular program was inconvenience of summer reason and 1st rank for extension program was trainees were engaged in other businesses. Therefore, the finding shows that regular program and extension program special reasons for the inconvenience of time duration for undertaking apprenticeship training were different.

Table XVIII**Manpower Profile Evaluation**

Reasons	Supervisors				Total
	Regular program		Extension program		Mean
	Mean	Rank	Mean	Rank	
What are the reasons for inability to evaluate trainees					
A. lack of training \workshop	1.0851	2	1.1887	1	1.1400
B. lack of guide lines\curriculum	1.1702	1	1.1509	2	1.1600
C. lack of pedagogical skill\qualification	1.0638	3	1.0943	3	1.0800

N.B. respondents were asked to provide more than one answer

It is worth noting from Table XVIII which was designed to investigate the manpower profile of the supervisors to train apprentices. Accordingly, respondents from regular program the highest rank based on the mean value indicated was lack of guideline\curriculum, the 2nd and 3rd ranks were lack of training through workshop and lack of pedagogical skill\qualification respectively. On the other hand the respondents from extension program shows the most serious reason for inability to evaluate trainees was lack of training through workshop, the 2nd and 3rd ranked reasons were lack of guidelines\curriculum and lack of pedagogical skill\qualification. This implies that lack of training and curriculum guideline was the

most serious factors which need immediate solutions for better quality performance of the supervisors in evaluating the trainees during the apprenticeship training for both regular and extension programs.

Table XIX
Adequacy of Workshop Facilities

Reasons	Result				t-test	p-value
	Regular program		Extension program			
	Mean	SD	Mean	SD		
1. Equipment\machines	2.3830	1.79545	2.6226	1.56249	-1.754	.047
2. Hand tools	2.6226	2.56249	2.5094	4.50469	-.597	.038
3. Raw materials	2.7234	2.61510	2.8113	1.39500	-.860	.013

(Significant at an alpha level 0.05)

The t-test results on the adequacy of workshop facilities show that there was significant difference between regular program and extension program at an alpha level less than 0.05 for all items in the Table XIX. Furthermore, the mean values for items equipment\machine and raw materials in the extension program were greater than that of the regular program. The mean values for the remaining items, i.e., hand tools were greater in regular program than the mean value for extension program. This indicates that the adequacy of workshop facilities in extension program was better than that of regular program. Since $p < 0.05$ in all items in the Table XIX, also indicates that there were significant difference exist between two groups. The above finding was consistent with the information the researcher obtained through observation from different organizations that offer apprenticeship training for both regular and extension programs.

Table XX
One way ANOVA

F	sig	Apprenticeship training result							
		Regular program			Extension Program			Total	
		Mean	N	Standard Deviation	Mean	N	Standard Deviation	Mean	Standard Deviation
5.776	.017	98.6379	141	3.517863	97.5867	142	3.83230	98.1104	3.71002

$\alpha = 0.05^*$ level of significance

The one way ANOVA result on apprenticeship training result shows that there was significance difference between regular and extension trainees at an alpha level less than 0.05 for the results mentioned in the table XX. Moreover, the mean value of regular program trainees was better than the extension program trainees. This shows that the regular program trainees had better performance, however as the researcher conducted interview with some trainees indicated that they have got the result not because of their performance, but because of they were present for some time in the organization. Therefore, the ANOVA result shows the result of apprenticeship training was more inflated in the regular program trainees than the extension program trainees. The summary of one way ANOVA concerning apprentices training result of regular and extension program trainees is presented below in table XXI.

Table XXI

Summery of One Way ANOVA for Apprenticeship Training Result

Source of Variation	Sum of Squares	df	Mean Square	F
Between Groups(Combined)	78.177	1	78.177	5.776
Within Groups	3803.347	281	13.535	
Total	3881.523	282		

The analysis from the above table indicates that there is a statistically significant difference $F(1,341) = 5.776$, $P < 0.05$ between regular and extension program trainees in their achievement result. Regular trainees were found to be superior than extension trainees.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1. Summary of the Findings

The purpose of this study was to investigate the major problems encountered in the process of implementing ATP in regular and extension programs. To this end, basic questions addressing the fundamental factors that determine the successful implementation and quality of apprenticeship training such as legal frameworks, the state of readiness and resources in the organization, roles that are not prevalent by the major actors, financial, material, human factors and prominent administrative, social and economic problems encountered were raised.

The study employed comparative analysis and it was conducted in SMUC regular and extension programs on the basis of purposive sampling technique. The subjects of the study were 2 principals, 3 apprenticeship coordinators, 100 supervisors\trainers of the work place, 284 trainees. Accordingly, the respondent sampling was carried out through random, purposive and available sampling techniques. The principals and coordinators were selected through available sampling techniques while trainees were selected through both random and stratified sampling techniques. The supervisors and organizations offering ATP through both systematic and random sampling techniques.

Information was obtained from these sample respondents through questionnaires, interviews and observation of actual setting and documentary analysis. The data obtained were analyzed using percentages, weighted mean, t-test and ANOVA. As the results of data analysis, the following major findings were obtained.

4.1.1. Managerial effectiveness

Similarities

- A. Apprenticeship training requires the involvement of at least three main actors whose duties and responsibilities should be supported by legal frameworks; the finding indicates that the training program was not implemented based on the legal framework designed similarly for both regular and extension programs.

- B. According to the finding, trainees of both regular and extension program were not sign any contract with the concerned parties before or after starting apprenticeship training.
- C. According to the findings selection of organizations that could offer apprenticeship training was undertaken in haphazard manner for there were no preset criteria for both regular and extension programs.
- D. According to the finding, privately owned organizations accommodate a largest number of trainees for apprenticeship training than government owned organizations. Likewise, the service business organizations accommodated large number of trainees than manufacturing and merchandising business types during the ATP.
- E. According to a great majority of the total respondents (90.4%) there were low or no cooperation between the institution and organizations offering ATP as it was expected to enhance the training program.

Differences

- A. According to the finding, there was significant deference between regular and extension programs with regard to the responsible body in determining the number of trainees assigned to each selected organizations offering ATP. The majority of trainees from regular program were assigned by the university college whereas the trainees from extension program were not assigned by the university college. Therefore, the process of handing over of assignment was shouldered on the extension program trainees to find and contact with organizations offering ATP.
- B. Concerning the feasibility of follow-up the day to day activities of the apprentices in organizations offering apprenticeship training, it was better in extension program, for those who are assigned on the same area of training in their organizations, than the regular program.
- C. According to the finding, the majority of respondents indicate that the most selected incentive to promote apprenticeship training for both programs were

provision of free training for employees and the last rank was tax exemption on imported goods. However, they differ in choosing the highest rank that the 1st rank for regular program was inconveniency of summer season and 1st rank for extension program was trainees were engaged in other businesses. Therefore, the finding shows that regular program and extension program special reasons for the inconveniency of time duration to undertake apprenticeship training were different.

4.1.2. Manpower profile

Similarities

- A. As the majority of respondents revealed that the academic qualification of the assigned supervisors/trainers of ATP, for both regular and extension programs had only diploma and below diploma level.
- B. his finding indicates that the majority of apprentices were offered apprenticeship training by those who had no longer work experience in the world of work. This may have an effect on the quality of training offered by apprenticeship training
- A. As to the finding, the majority of supervisors assigned in the regular program were female trainers where as the assignment of the supervisors as trainers of the ATP in the extension program were males.
- B. As the finding obtained from the interview conducted with coordinators of the SMUC indicated that the institutes send professionals to follow-up the performance of apprentices only to government organizations where regular program apprentices were assigned. However, professionals were not assigned for extension program trainees during the ATP.
- C. According to the finding, that the shortage of manpower to organize apprenticeship training were the first ranking reason for the exclusion of trainees from apprenticeship training for extension program trainees whereas, reluctance of trainees were the first ranking reason for the exclusion of trainees from apprenticeship training for regular program trainees.

4.1.3. Financial resources

Similarities

- A. According to the finding, trainees of both regular and extension program incur additional costs for their accommodation, transport, food and the like during attending the ATP.
- B. According to the majority of respondents, the shortage of financial requirements and the far distances to attend the ATP found to be the causes of exclusion or totally drop out of trainees from attending the ATP for both regular and extension program trainees, especially for those who attend the program during the summer session.
- C. According to the great majority of respondents, neither of the institution nor the organization laid charge on trainees for the ATP for both regular and extension program trainees. On the other hand, as interview conducted with some trainees, they explain as they were paid up to 225 birr per month as a pocket money, however there were no any payment as a salary for both regular and extension programs apprentices.
- D. According to the finding, the capacity of apprentices for practical work was organizations.
- C. As the finding from the study indicates that the ATP was shouldered on the lower level management group which means no more attention was provided by the top and middle management groups.
- D. With regard to the manpower profile, more than 90% of the total respondents from both regular and extension programs replied that there was no capable supervisor assigned during the ATP.
- E. Minimal, low work discipline of apprentices, and the worthless products\services of apprentices were found to be the three most important reasons of respondents from both regular and extension programs that made the organizations to incur high cost.

Differences

- A. Based on the data findings, there were high cost incur by the organization emanating from the provision of apprenticeship training for the regular program, however the cost incurred for extension program were low if apprentices are working from the same organizations where they work on the day time during the ATP and due to the time for the apprenticeship training for extension program (156hrs) is less than the time spent for regular program (312hrs).

4.1.4. Physical facilities

Differences

- A. As the finding infers that the provision of inputs for apprenticeship training by considering the trainees as regular employees was better in extension program than the regular program.
- B. This finding also identifies there were significant difference on the utilization of inputs between regular and extension program apprentices. This indicates that the adequacy of workshop facilities in extension program was better than those in regular programs.

4.1.5. Evaluation & certification

Similarities

- A. Regarding the consideration of apprenticeship results the TVET institution recognizes the results of apprentices sent from organizations offering ATP and considers as a component criteria for certification as a testimony for both regular and extension programs for the successful completion of middle level TVET program.

Differences

- A. As the finding indicates that the extension program apprentices were found to be better ability to utilize the equipment with care than the regular program apprentices. This could be due to the maturity of the adult apprentices in the

extension program and their better exposure to the world of work than the regular program trainees.

- B. Based on the findings, the extension program apprentices had better performance in practical activity than the regular program apprentices for the reason that they had better exposure to the world of work.
- C. As the findings indicates that even though the apprenticeship training result was inflated on both regular and extension programs, it was found to be better in regular program apprentices than extension program apprentices.

4.1.6. Curriculum & Guideline

Similarities

- A. Regarding the awareness of the organizations towards mutual benefits derived from ATP were very low of both the regular and extension programs. However, the highest ranking for both regular and extension programs as can be see on the mean total were engagement in other activities during ATP.
- B. According to the finding implies that lack of training and curriculum guideline was the most highly ranked factors which need fast solutions for better quality performance of the ATP for both regular and extension programs.

Differences

- A. According to the vast majority of respondents that the acquaintance of the work method was better in extension program than the regular program.
- B. According to the respondents pointed out that the willingness to work according to the work method of the organization were better in extension program than the regular program.
- C. As the researcher conducted an interview with the coordinator of the ATP of the SMUC that the contact hour set on the guide line for ATP for regular program were 312 hrs per year\session, whereas the contact hour for extension program were half of the contact hour decided for regular program ,i.e., 156 hrs.

4.2. Conclusion

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

A close observation of the findings revealed that in the process of implementing the ATP there were similarities and differences seen in the study findings. Accordingly, the assignment of trainees, selection of organizations, and feasibility of follow-up activity were treated differently between regular and extension programs.

More importantly, the implementation of ATP undertaken on both regular and extension program can not be effective without close cooperation among the three parties, i.e., the trainees, the employers and the TVET institutions.

On the basis of the findings, both regular and extension programs are similar in inadequacy, and low provision of facilities, lack implementation based on the legal framework designed for ATP, lack of follow-up activities, provision of incentives for promotion, lack of clear guideline, curriculum and the inflated result of apprentices and assignment of incapable trainer\supervisor in organizations offering apprenticeship resulted on the limited quality of improvement on both regular and extension programs.

In terms of assignment of professionals from SMUC to follow-up activities of trainees, and the results of apprentices were better in regular program. As a result significant difference has seen between regular and extension programs.

4.3. Recommendations

On the basis of the findings obtained and conclusions reached at, the following suggestions are forwarded to improve the quality of the ATP in general and to enhance the effective implementation in particular.

1. Therefore, it is recommended that the SMUC should create close relationship with the organizations offering ATP for both regular and extension programs. This could be done through recording addresses of manufacturing and service giving organizations to decide with whom to create linkage after visiting the companies and then invite them to visit the SMUC to discuss on cooperation and the challenges to implement the ATP.

2. To ensure the high quality of apprenticeship training priority should be given by SMUC to conduct Tracer Study in the organizations offering apprenticeship training so as to obtain feedback that helps to evaluate the process of apprenticeship training and its implementation strategy for both regular and extension programs. This could be done by the research office in collaboration with the apprenticeship office of the SMUC.
3. Obviously, the Apprenticeship Office of the SMUC should be strengthened by additional human resource and granted full responsibility so as to facilitate the effectiveness of the ATP. Therefore, the St Mary's should establishing a team of ATP committee composed of at an average 2 instructors\ professionals from every field of training who follow up the performance of apprentices in organizations offering ATP. This could be done in cooperation with the apprenticeship office of the University College.
4. Increased promotion of apprenticeship training scheme needs as a prerequisite for better implementation of ATP at various levels. To develop the necessary co-operation and support by enterprises, firms and workshops it is necessary to establish a continuous working relationship. Very often it will not be enough to send letters, direct contact, visits, interviews, and open days in the TVET Center and panel discussions etc. must be undertaken. Furthermore, improvement of apprenticeship training is often necessary to inform and motivate apprenticeship training offering organizations more strongly. Therefore, SMUC should facilitate seminars or workshops at the institutional levels and use of different broadcast and printed media would-be a pending task. Besides, campaigns aimed at enhancing prestige of apprenticeship training and concrete incentives in the form of training employees free of charge should be enhanced.
5. It is apparent that when supervisors are found to be inadequate in knowledge and lack experience for certain specialized parts of the curriculum, the apprentices\trainees do not get sufficient experience in the industrial settings to make their time there worthwhile. Therefore, the SMUC should organize tailor made pedagogical training, to supervisors\trainers of selected organizations offering apprenticeship training, to fill this gap however it should not be a one

time activity rather it should continuously need to be undertaken in the university college.

6. The time duration of ATP seems not sufficient enough to make the trainees competent and competitive enough in the world of work. Thus, as the German experience indicates, apprentices work for three to four days a week in the company and then spend one or two days at a vocational school. However, this may not be feasible in our context where there are no sufficient organizations offering apprenticeship training. Therefore, SMUC should design a program in collaboration with selected organizations for both regular and extension programs so as to select convenience time to practice side by side with theoretical and basic practical training during the regular program conducted in the university college instead of practicing once at a time. This may help trainees to relate the theory learnt in the class with the world of work in the organizations better than practicing once during the vacation or the summer season.
7. In order for ATP to be effective as an educational program, coordinators of apprenticeship program of the SMUC should provide an in-school orientation to familiarize students with the responsibilities and expectations associated with participation in the organizations before starting the training program. This should also include prepare students how to apply the theory they acquire in the university college.
9. Concerning the feasibility of follow-up the day to day activities of the apprentices, the supervisor\trainer in the organization should provide the necessary education, assistance, and control provided by a journey-level employee that is on the same job site should at least be seventy-five percent of each working day. Therefore, besides this SMUC should conduct its follow-up activities not only once at a time, rather it should be better to conduct at least three times in such a way that it can be at the beginning, at the middle and at the end of the contact hours undertaken.
10. Obviously, sponsors should be encouraged to provide apprenticeship training The TVET office of the Addis Ababa City Government should either be founded

or strengthened the Apprenticeship Training Authority (ATA) that can register all organizations committed to provide apprenticeship training and provide them with accreditation certificate after assuring that their capacity in human resource and facilities for offering apprenticeship training in different field of study. Therefore, the Authority should announce in such a way that organizations in the ATP are required to be registered as provider of apprenticeship training with the Apprenticeship Training Authority (ATA). Besides this, trainees should also recognize informal and non-registered arrangements with sponsors are not sufficient to qualify students as apprentices. This can bring high cooperation with stakeholders and create a feeling of responsibility towards the organizations offering apprenticeship training. Therefore, SMUC in collaboration with the TVET office of Addis Ababa City Government\MOE should set criteria relating to selection of intelligible organizations that can fulfill the necessary manpower and facilities for training.

11. Due to lack of clear guideline and legal framework, trainees of SMUC were not sign contract with the organizations. Therefore, in order to be guided by the laws, trainees should sign contract before they go to the organizations offering apprenticeship training. This could be done by the Apprenticeship office of the SMUC.
12. The evaluation of ATP trainees should be based on clear criteria, and should include a variety of assessment strategies. ATP Coordinators of the institution are responsible for providing employers/sponsors with student evaluation. It was discovered that the result of trainees obtained from organizations were highly inflated on both regular and extension program apprentices. Therefore, SMUC should develop an independent testing mechanism so as to control and minimize the inflated result provided by the organizations offering ATP. This could be done by designing certain questions in relation to the activities conducted during their stay in the organizations.
13. Since this study is not an end in itself, further study should be carried out focusing on the area of apprenticeship training program in conventional and other mode of training in SMUC.

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APPENDICES

Appendix I

Methods to promote Internship

The following check list is prepared for training institutions to use it for Internship training. The points of concentration for Internship issues regarding on the promotion and developing of TVET are listed in the following manner.

No.	Concentration Points
1.	Assigning vocational counselor; who can follow up the performance of trainees and link the training institute and the organization.
2.	Establishing a team of Internship composed of at an average 2 teachers from every field of training who can provide skill support.
3.	Recording addresses of organizations and workshops, create linkage with other institutes and decide with whom to contact and record also the name, telephone number and other information of the contact person.
4.	Preparing written information concerning the training courses to provide for companies and organizations,
5.	Facilitate the conditions for arranging visits to companies, service giving organizations and work shops, which includes arranging vehicles, time table and questioners etc.
6.	Use the prepared questioner to start discussion during the first company and service giving organizations visit. Distribute so the prepared written information to the proper departments.
7.	Evaluate the visit in companies & organizations.
8.	Invite manufacturing and service giving organizations to visit the training institute, arrange date of visit and discuss on cooperation and apprenticeship.
9.	Evaluate the meeting with employers.
10.	Prepare memorandum of agreement on Internship and has to include the objective, plan of work, the time it needs, the responsibilities, evaluations and certificates etc.
11.	Sign the memorandum of agreement on the second companies and service giving organizations visit on Internship.
12.	Design a program with employers to follow and evaluate the Internship.
13.	Follow and evaluate the ongoing Internship by creating a strong link with companies and organizations.

Training plan;

The training plan prepared by manufacturing and service-giving organizations can serve as to create the proper awareness for the Intern and the organization. However there has to be flexibility on the time and date, because planning activities that are being performed in the actual world of work is difficult to assume it on permanent basis. The time to be allocated for the practice depends on the behavior, depth and width of the work.

It is recommended that, Internship plan has to be prepared prior to providing the actual Internship program. This can help to integrate the training provided in training centers with the actual work, to meet the objective specified in the plan and also to the duration of the training.

The final plan has to be distributed to the trainees and supervisor /trainer.

Refer the below mentioned details on preparing training plan.

Appendix II
Detailed format of Internship planning for middle and higher level of Manufacturing and service giving organizations.

No	1	2	3	4	5	6
	Place of training (Department)	Formal activities to be performed and completion of training project	Activities to be covered by the Internship that have relationship with the curriculum	Duration of the training	Supervisor trainer	Remark

Details of activities mentioned in the training plan

1. Place of Training

The place of training where the Intern obtains practical training with in the organization. For example, workshop, maintenance section, store, finance and administration etc.

2. Training projects or other formal duties to be accomplished.

For example, maintenance to be provided for a vehicle that is driven 1000 K.M. fixing engine and maintaining tire would be included.

3. Projects and activities that are related with the curriculum during the Internship have to be detailed.

4. Duration of training

The duration of the training will be break down in to different activities mentioned in Internship plan.

5. Supervisor/Trainer

The name of the supervisor/trainer can be mentioned on the training plan. It is expected from the supervisor that, he/she have to plan the training, conduct the training provide support for trainees, and finally evaluate the trainee. The supervisor has to be assigned from the organization and should be experienced is his work. If the Intern or trainees are assigned in several departments of the organization, there should be a need to assign supervisor for each group.

6. Remark/Advice

Advices are how the training can be conducted, methods of training, sensitive issues which needs care, activities that can be performed by a single trainee and activities that can be performed in group's should be incorporated.

Appendix III

Detailed plan of Internship of medium and higher producing and service giving organization Example 1

No.		Description of projects formal duties & activities	Activities to be covered in Internship & related to the curriculum projects and activities.	Duration of the training	Supervisor trainer	Remark
1.	Different Sections	Introducing the organization	-The organization of the bank and major duties -Treating customers -Control of payments -Management of cash book	2 days for the first week	Ato Tilahun Yimer	Introducing Intern & all of them will visit all work section. Watch for the activities to be done. Intern will ask the employees of the Bank about what they are doing. The trainees will prepare reports on what they have performed & submit to the supervisor
2.	Personnel Section	Introduce -Rules & regulation -Work ethics, how to treat customers and activities, safety rules, & regulation	-Treat customers -Payments	1 day for the first week	W/ro mena	-The section head will provide work guidance. -All trainees will read the manual of the organization and discuss on it. -Oral exam from the section head will be provided. and trainees will submit and report on the activities they have done
3.	Audit Section	-Make inventory -Approve again -Identify and file documents income and expense receipts	-Management of cash book -Control of income & expense -Management of audit. -Documents	4 days in the 1 st and 2 nd week	Ato Tilahun	Assigning two trainees and show for Intern then the Intern will copy and do the job and acquire experience

Appendix IV

Detailed plan of Internship of medium and higher producing and service giving organizations

Example 2

Mulat garage (Debre markos) Duration of apprenticeship August 15 - October 15/95

No.	Place of training (Section)	Description of training projects and activities	Activities that are covered by the Internship & related to the curriculum and projects	Duration of training	Supervisor or Trainer	Remark
1.	Office & workshop	Introduce the staff & where the organization is found	-Organizational Structure - Major duties of the garage	2 days in the 1 st week	Ato Tesfaye Kidane	The apprentice will discuss on the activities they are going to perform. Finally they will report to the trainer
2.	Workshop	Introduce safety precautions. Material than can cause danger	The system of fuel operation	1 day in the 1 st week	Ato Tesfaye	Show practically Read safety precaution manual. submit report on activities accomplished by trainees
3.	Workshop	Create awareness on the workshop's hand tools, machines, organization of stores	—	2 days in the 1 st week	Ato Tesfaye	
4.	Workshop	Car service	Air filter service or filter service	3 days	Ato Tesfaye	Plan, display, copy & produce, practice and evaluate
5.	Workshop	Car service oil tilter service.		10 days	ATo Tesfaye	Plan, display, copy & produce practice and evaluate

Appendix V

General evaluation form for Internship

_____ Name of the Intern	_____ Occupational title
_____ Name of Institute	_____ Job title
_____ Name of Internship Provider organization	_____ Total hors allocated for Internship Hours_____

General Evaluation Remark

Total Points ----- %(out of 100%)

Name of evaluator

Date

Signature

NB: Please read evaluation criteria on annex 6 which can help you for your input.

Appendix VI

Detailed evaluation format on Internship

----- Name of Intern	----- Occupation
Name of training institution	Job
Internship provider (Name of organization) Local/city _____	Total hours allocated for Internship _____ Total hours required for the Internship _____

Evaluation criteria			
Intern	Grade obtained out of 100%	Priorities given to the criteria	General
It Interested to work		1	
Cares for himself/herself, machines and hand tools		1	
Completes assignments provided with the required quality standard		4	
Completes work with its time boundary		3	
Can perform duties on his/her own & in group		1	
Self Initiative behavior		1	
Has the interest to grasp new skill and knowledge by his/her own		2	
Disciplined and keeps time		1	

NB- It is possible to give up to 100% for each criteria the highest point is 1400. Based on this, when the grade point of the trainee reaches 1400 it will be divided by 14 to convert it to 100. The evaluation made on examples of Bank and Insurance can be seen on annex 7.

Name of the evaluator

Day & Year

Signature

Appendix VII

Example of detailed evaluation format

<u>Solomon Abebe</u> Name of Intern <u>Addis Ababa Technical School</u> Name of training institute Addis Ababa Commercial Bank Internship provider organization <u>Addis Ababa</u> Place/City	<u>Bank and Insurance</u> Occupational title <u>Clerk1</u> Job title Total hours allocated for the Internship <u>42</u> Total hours required for the Internship <u>42</u>
--	--

Evaluation Criteria

Intern	Grade obtained out of 100%	point of	Priorities given to the criteria	General
Interested to work	80		1	80
Cares for himself/herself, machines and hand tools	90		1	90
Completes assignments provided with the required quality standard	75		4	300
Can perform duties on his/her own & in group	70		1	70
Completes work with the time boundary	60		3	180
Self Initiative behavior	75		1	75
Has the interest to grasp new skill and knowledge by his/her own	85		2	170
Disciplined and keeps time	75		1	75
Total	610		14	1040

N.B:- It is possible to give up to 100% for each criterion

The highest grade point is 1400

Based on the above table the grade point obtained by the trainee is 1040 divided by 14=74

Ato Zelalem Belete
Name of evaluator

30/11/1996
Day & year

Zelalem
Signature

The following calculation will be prepared by the assigned vocational counselor or by the experts assigned by the institute. The highest point given for counter clerk 1 for Internship programme is 3. Based on this, the above result (74) of the trainee will be converted in to 3 points.

$$74 \longrightarrow 100 \quad = \quad 74 \times \frac{3}{100} = 2.22$$

$$? \longleftarrow 3$$

Therefore the grade point of the Intern is 2.22 point out 3, which will be recorded on his/her transcript.

Appendix VIII

Reporting sheet for trainees

Name of apprentice Name of training institute		Occupational title Job title		
Name of Internship provider organization Place/City		Occupational title Hours _____		
No.	Date	Activities Accomplished	Hours	Internship Organization Provider Remark
1.				
2.				
3.				
4.				
5.				

Date and signature of Trainee

Date and signature of supervisor

Appendix IX

Contents of Memorandum of agreement for Internship

This memorandum of agreement is made among three parties. Employer in this agreement is

And "TVET institute" in this agreement and

"Apprentice" in this agreement is

All the three parties have agreed on the below mentioned issues.

1. Internship training

The Internship provider organization shall provide training based on the objective mentioned in the Internship manual.

2. The onset and duration of Internship

The Internship training shall start from _____ date _____ year and shall be completed on _____ date _____ year. The Internship training hours are _____

The training comprises total _____ hrs of training. The normal daily training hrs are _____

3. Duties and responsibilities of the organization

- a. The appropriateness of the training with the attached guideline objectives.
- b. Supervisor shall be assigned for the Internship
- c. Prepare plan of Internship jointly with the training institute and follow its implementation
- d. Introduce safety rules that are set for apprentice
- e. Inform trainees to prepare timely report on the accomplishment of daily activities and follow its implementation
- f. Evaluate the jobs performed by the trainees and report to the training center
Confirm that the Intern bring about altitudinal change and obtained the appropriate skill and knowledge scrap

4. Duties and responsibilities of the trainees

- a. Perform with interest and proper care the duties provided to him/her by considering it as part of the training
- b. Follow the instructions of the instructor given to him/her as part of the training.
- c. Handle machines, hand tools etc with the proper care
- d. Obey the rules and regulations of the organization
- e. Keep the secrets of the organization
- f. Record his/her daily activities on the prepared format and report to the supervisor

5. Duties and Responsibilities of the TVET institute

- a. Assign training coordinator for the ongoing Internship program
- b. Prepare Internship plan jointly with employer organizations and follow its implementation.
- c. If necessary, it will provide additional theoretical and practical training for the trainee.
- d. Evaluate and record Intern jointly with employer organizations.

6. Termination of Agreement

- a. The memorandum of agreement would be terminated, if all parties have agreed to do so.
- b. If the apprentice could not respect and follow the rules and regulations of the organization and other agreements repeatedly, the organization shall have the right to terminate the Internship.
- c. Based on the agreement, if one party couldn't perform with convincing reasons, shall terminate the agreement.

The copy of this memorandum of agreement shall be given to each party.

Date signature of
The organization

Date signature of
the institute

Date Signature of
trainee /Guardian/

Appendix X

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS EDUCATION
FIELD OF VOCATIONAL EDUCATION MANAGEMENT

Interview for TVET principals

The purpose of this interview is to gather information and opinion about the implementation of apprenticeship training program of regular and extension programs in the TVET program of SMUC in Addis Ababa.

Thus, your frank and sincere responses to the items in the questionnaire will help to meet the objective of the study. The information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation!

Part I: *Personal data*

1. Name of the TVET institution _____
2. Sex A. Male ☐ B. Female ☐
3. Your academic qualification:
A. Diploma ☐ B. BA/BSc. ☐ C. Ma/M.Sc ☐ D. Ph.D. ☐
4. Your field of specialization _____
5. Years of service:
A. As a teacher _____ C. As educational officer _____
B. As a principal _____ D. Others _____

Part II: *General questions*

6. Please indicate the number of academic staff by qualification.
A. Diploma _____ B. BA/BSc. _____
C. MA/M.Sc. _____ D. Ph.D. _____ E. Total _____
7. Were there any laws supporting the implementation of apprenticeship training?
Regular program : A. Yes ☐ B. No ☐
Extension program: A. Yes ☐ B. No ☐
8. If yes, specify A. _____ B. _____ C. _____
9. Did your institution sign for apprenticeship training program?
Regular program : A. Yes ☐ B. No ☐
Extension program: A. Yes ☐ B. No ☐
10. Were there criteria set to select apprenticeship training offering organizations?
Regular program : A. Yes ☐ B. No ☐
Extension program: A. Yes ☐ B. No ☐

12. If yes, please specify the main element in the criteria for both regular and extension programs

A. _____ B. _____ C. _____

13. Who assigns trainees to select organizations for both regular and extension programs?

14. Please, specify the criteria used to assign trainees for

Regular program : _____

Extension program: _____

15. Please, state those criteria involved in organizing apprenticeship training

A. _____ B. _____ C. _____

16. Was there any activity under taken by your institution to promote apprenticeship raining?

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

17. If yes, please specify _____

18. Were trainees charged fee by your institution for the apprenticeship training?

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

19. Who covers trainees' personal expenses during apprenticeship

A. The institution ☐ B. The organization ☐ C. Trainees\ families ☐ D. Others _____

20. Did your institution subsidized recurrent cost of organizations?

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

21. Are there some trainees of regular and extension programs who are excluded from apprenticeship training? A. _____ B. _____

22. If yes, what are the reasons for some trainees to be completely excluded from apprenticeship training? A. _____ B. _____

23. How do you rate the adequacy of the following facilities in your institution?

	Regular Program			Extension Program		
	High	Medium	Low	High	Medium	Low
A. Equipment/machine	☐	☐	☐	☐	☐	☐
B. Training materials	☐	☐	☐	☐	☐	☐
C. Facilities	☐	☐	☐	☐	☐	☐

24. Were there any incentives given to organizations?

A. Yes ☐ B. No ☐

25. If yes, please specify: A. _____ B. _____ C. _____

26. Were there professional assistances/supervision given to regular and extension program apprentices during apprenticeship training?

A. Yes ☐ B. No ☐

27. If 'yes, how frequently _____

28. If No, please provide reasons _____

29. How do you evaluate the result of apprentices obtained from training offering organizations? _____

30. Would you please state major problems you faced in relation to the implementation of apprenticeship-training in regular and extension programs?

Regular program: A. _____
B. _____
C. _____
D. _____

Extension program: A. _____
B. _____
C. _____
D. _____

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

Regular program: A. _____
B. _____
C. _____
D. _____

Extension program: A. _____
B. _____
C. _____
D. _____

Thank you!

Appendix XI

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS EDUCATION
FIELD OF VOCATIONAL EDUCATION MANAGEMENT

Questionnaire for Apprenticeship trainees

The purpose of this questionnaire is to gather information and opinion about the implementation of apprenticeship training program of regular and extension programs of SMUC in Addis Ababa.

Thus, your frank and sincere responses to the items in the questionnaire will help to meet the objective of the study. The information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation!

N.B.

- No need of writing your name.
- Where alternative answers are given, please mark your answer using an 'X' in the corresponding boxes.
- Please be as brief as possible in answering the open ended questions.

Part I: Personal data

1. Name of the institution _____
2. TVET training program enrolled in
A.10+1 ☐ B.10+2 ☐ C.10+3 ☐
3. Field of training
A. Marketing ☐ B.SSOM ☐ E. Management ☐
C. Law ☐ D. Accounting ☐
4. Sex: A. Male ☐ B. Female ☐
5. Type of the program :
A. Regular Program ☐ B. Extension program ☐

Part II: General Questions

6. Residence during apprenticeship training program
A. With family ☐ B. Rented house ☐
C. Residence of relatives ☐ E. Others _____
7. Distance between residence and organization where you attend apprenticeship training?
A. Below 2 kms ☐ B. 2-7 kms ☐ C. Above 7 kms ☐

8. The time when apprenticeship training program was undertaken:
- A. During training period side by side
- B. During summer \vacation
- C. other _____
9. Do you think the period you indicate in question No 8 convenient for the majority of trainees to undergo apprenticeship training?
- A. Yes
- B. No
10. If your response to question No. 9 is 'No' which of the following could be adequate reason?
(Multiple responses are possible)
- A. Engaged in other duties\busy
- B. Since it is during vacations it is inconvenience
- C. Inconvenience for those who come from distance place
- D. other _____
11. For how long did you attend apprenticeship training with in each training period?
- A. _____ months
- B. _____ days
- C. _____ hours
12. How do you rate the time you indicate in question No 11 to conduct apprenticeship training?
- A. High ☐
- B. Medium ☐
- C. Low ☐
13. Did you sign apprenticeship contract with organization that offer apprenticeship training?
- A. Yes ☐
- B. No ☐
14. If your answer to the question No. 13 is 'yes', what are the items in the contract (you may choose more than one answer)
- A. Full name and age of apprentice ☐
- B. Name and address of the organization ☐
- C. Name and address of the training institution ☐
- D. The occupation in which the apprentice is intended to under go apprenticeship training ☐
- E. Date on which the apprenticeship training shall start and its duration ☐
- F. Conditions for the termination of the contract of apprenticeship training ☐
- G. Conditions of payments for the apprentice ☐
- H. Conditions of insurance for damages on training ☐
15. Who assigns trainees to each selection organization?
- A. Through trainees personal contact ☐
- B. The apprenticeship coordinator of the institute ☐
- C. Other _____

16. What criteria were used in the process of assignment

A. Field of training

B. Distance

C. Interest

D. Chance\Draw

E. Other _____

17. Do apprentices pay fee for the apprenticeship training?

A. Yes

B. No

☐☐

18. If your answer for question No. 17 is 'yes', please state the process of payment

A. _____

B. _____

19. If trainees are required to pay for the apprenticeship training, how do you rate their capacity to pay?

A. High ☐

B. Medium ☐

C. Low ☐

20. Were there trainees forced not to attend apprenticeship training?

A. Yes

☐

B. No

☐

21. If your response to question No 20 is 'yes', which one of the following was the reason? (Multiple responses are possible)

A. Absence of adequate organizations in the area

B. Inconveniency of the time for apprenticeship training

C. Reluctance of the trainees

D. Shortage of man power to organize apprenticeship training

E. Other _____

22. Did trainees quit apprenticeship training?

A. Yes ☐

B. No ☐

23. If your response to question No 22 is 'yes', which one of the following could be the possible reasons? (you may choose more than one answer)

A. Assignment on the duties other than field of training

B. The period overlaps with trainees engagement in other activities

C. Financial problem

D. Due to marriage

E. Health problem

F. High distance to organization that offers apprenticeship training

G. Others _____

24. Which of the following responsibilities was not practiced by an organization that offered apprenticeship training? (more than one answers are possible)
- A. To receive and provide apprenticeship training to trainees
 - B. To assign the apprentices in the place appropriate to their training field to ensure that the apprentices acquire proper work experience.
 - C. To assign a capable supervisor who would enhance the skills of the apprentice
 - D. follow up the day-to-day performance of the apprentice
 - E. To acquaint the apprentice with work methods of the organization
 - F. To consider the trainee as a regular employee and to provide him with the necessary inputs
 - G. To evaluate the performance of the apprentice and submit the results to the TVET institution.
 - H. To cooperate and work in coordination with the TVET institutions
 - I. Other _____
25. Did an organization assign supervisor to guide and follow up your work during apprenticeship training? A. Yes ☐ B. No ☐
26. If response to question No 25 is 'Yes', how do you rate the capacity of your supervisor to train?
- A. High ☐ B. Medium ☐ C. Low ☐
27. If your response to question No 25 is 'No', which one of the following is the reason? (Multiple responses are possible)
- A. No qualified supervisor on each field
 - B. Overloaded of the employees
 - C. No more concern to apprenticeship training program
 - D. Other _____
28. Did your institutions assign professionals who follow-up your work during apprenticeship training? A. Yes ☐ B. No ☐
29. If your response to question No. 28 is 'yes', how frequently was the follow up?
- A. Daily B. once a week
C. Once in two weeks D. Once in a month E. Other _____
30. In your opinion the relation ship between the institution and the companies is
- A. Strong ☐ B. Average ☐ C. Weak ☐
31. If your response to question no.30 is 'weak', what are the reasons? (Multiple responses are possible)
- A. The occupation in which you trained was not among the activities in the organization
 - B. Reluctance of the organization to assign you according to your field
 - C. Improper training in TVET institution
 - D. Your reluctance to train in assigned occupation
 - E. other _____

32. Which one of the following problems prevails in your institution? (Multiple responses are possible)
- A. Shortage of instructors B. Low skill of instructors
C. Shortage of training materials D. Shortage of inputs for practical training
E. Other _____
33. Do you think that the responses on question No. 32 has influenced on apprenticeship training?
- A. Yes ☐ B. No ☐
34. If your response to question No. 33 is 'yes', what are the reasons? (Multiple responses are possible)
- A. The courses not covered due to shortage of trainers were appeared during apprenticeship training
B. Mismatch between training materials and materials used during apprenticeship training
C. Presence of practically unexercised task due to shortage of inputs, during apprenticeship training
D. Personal failures to properly attend the training
E. Others _____
35. How do you rate the similarity of materials for practical training in an organization and TVET institution?
- A. High ☐ B. Medium ☐ C. Low ☐
36. How do you rate the similarity of the results obtained in apprenticeship training in an organization and TVET institution?
- B. High ☐ B. Medium ☐ C. Low ☐
37. How do you rate the capacity to evaluate you the result of apprenticeship training obtained from training offering organizations?
- C. High ☐ B. Medium ☐ C. Low ☐
38. Would you please state major problems you faced in relation to the implementation of apprenticeship-training in regular and extension programs?
- Regular program:** A. _____
B. _____
C. _____
D. _____
- Extension program:** A. _____
B. _____
C. _____
D. _____
39. What possible solutions would you suggest to mitigate these problems?
- Regular program:** A. _____
B. _____
C. _____
D. _____
- Extension program:** A. _____
B. _____
C. _____
D. _____

Thank you!

Appendix XII

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS EDUCATION
FIELD OF VOCATIONAL EDUCATION MANAGEMENT

Interview for Apprenticeship Program Coordinators

The purpose of this interview is to gather information and opinion about the implementation of apprenticeship training program of regular and extension programs in the TVET program of SMUC in Addis Ababa.

Thus, your frank and sincere responses to the items in the questionnaire will help to meet the objective of the study. The information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation!

Part one: Personal Data

1. Name of the TVET institution _____
2. Academic qualification _____
3. Major filed of study _____
4. Years of service- as a vocational counselor _____ Others _____ Total _____
5. Training programs offered
 - A. 10+1 only ☐
 - B. 10+1 and 10+2 ☐
 - C. 10+1, 10+2 and 10+3 ☐

Part Two: General questions

1. Did you provide counseling service with regard to apprenticeship training in your institution?
Regular program : A. Yes ☐ B. No ☐
Extension program: A. Yes ☐ B. No ☐
2. If yes, the task of vocational counselor is given to you:
A. Being assigned only for the task ☐
B. In addition to other tasks ☐
3. To which program did you assign as a vocational counselor
A. Regular program ☐ B. Extension Program ☐ C. for both programs ☐

4. Were you given training on Vocational Counseling?

A. Yes ☐

B. No ☐

5. If yes, please state when and by whom the training was offered

6. What is the number of organizations that can provide apprenticeship training in your localities (surroundings)

A. Productive _____

B. Trade _____

C. Service _____

Total _____

7. From the above organizations enumerated how many of them did offer apprenticeship training?

	Regular program	Extension program	Total
A. Productive	_____	_____	_____
B. Trade	_____	_____	_____
C. Service	_____	_____	_____
G/Total			

8. Were there laws backing implementation of apprenticeship training? For

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

9. If your response is 'Yes' which of the following were used by your institution to facilitate apprenticeship training? (you may choose more than one answer)

	Regular program	Extension program
a. Apprenticeship proclamation	☐	☐
b. Apprenticeship regulation	☐	☐
c. Apprenticeship guideline	☐	☐
Other _____		

10. Are there criteria set relating to selection of apprenticeship training offering organizations? For

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

11. If 'yes' what are the criteria determined to select organizations that shall participate in the provision of apprenticeship training?

	Regular program	Extension program
a. The number of employees	☐	☐
b. The amount of capital	☐	☐
c. Type of ownership	☐	☐
d. Type of business	☐	☐

Other _____

12. How does the number of trainees to be assigned to each organization for apprenticeship training determined?

	Regular program	Extension program
a. By each organization unilaterally	☐	☐
b. By TVET institution on the basis of preset criteria	☐	☐
c. By the agreement between TVET institution and organization ☐	☐	☐
d. On the basis of the statement of the law	☐	☐
e. There is no formal procedure	☐	☐

Other _____

13. Who assigns trainees to each selected organization?

	Regular program	Extension program
a. The vocational counselor	☐	☐
b. The trainee/teacher	☐	☐
c. Through trainees personal contact	☐	☐

Other _____

14. What criteria are used in the process of assignment?

	Regular program	Extension program
a. Field of training	☐	☐
b. Interest	☐	☐
c. Distance	☐	☐
d. Chance / draw	☐	☐

Other _____

15. Did trainees sign apprenticeship contract with organizations offering apprenticeship training?

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

16. If yes, what are the items in the contract (you may choose more than one answer)

a. Full name and age of apprentice ☐

b. Name and address of the organization ☐

c. Name and address of the training institution ☐

d. The occupation in which the apprentice is intended to under go apprenticeship training ☐

e. The date on which the apprenticeship training shall start and its duration ☐

f. Conditions for the termination of the contract of apprenticeship training ☐

g. Conditions of payments for the apprentice ☐

h. Conditions of insurance for damages on training ☐

Other _____

17. Do apprentices pay fee for the apprenticeship training?

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

18. If yes, please state the processes of the payment

19. If trainees are required to pay for the apprenticeship training, how do you rate their capacity to pay (whether they afford?)

Regular program : A. High ☐ B. Medium ☐ C. Low ☐

Extension program: A. High ☐ B. Medium ☐ C. Low ☐

20. Were there some trainees forced not to attend apprenticeship training?

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

21. If yes, which one of the following were the reasons?

	Regular program	Extension program
a. Absence of adequate organizations in the area	☐	☐
b. Inconvenience of the time for apprenticeship program	☐	☐
c. Reluctance of the trainees	☐	☐
d. Shortage of manpower to organize apprenticeship training	☐	☐

Other _____

22. Did some trainees quit apprenticeship training?

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

23. If yes, which of the following could be the possible reasons? (You may choose more than one answer)

	Regular program	Extension program
a. Assignment on the duties other than field of training	☐	☐
b. The period overlaps with trainees engagement in other activities/such as farming	☐	☐
c. Financial problem	☐	☐
d. Due to marriage	☐	☐
e. Health problem	☐	☐
f. High distance to organization that offers apprenticeship training	☐	☐

Other _____

24. Which of the following responsibilities was not practiced by an organization that offered apprenticeship-training? (more than one answers are possible)

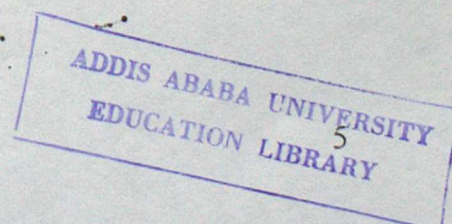
- a. To receive and provide apprenticeship training to trainees
- b. To assign the apprentice in the place appropriate to his training to ensure that the apprentice acquire proper work experience.
- c. To assign a capable supervisor who would enhance the skills of the apprentice, and should follow up the day-to-day performance of the apprentice
- d. To acquaint the apprentice with work methods of the organization
- e. To consider the trainee as a regular employee and to provide them with the necessary inputs
- f. To evaluate the performance of the apprentice and submit the results to the TVET institution
- g. To cooperate and work in coordination with the TVET institutions

Others _____

25. Is there any follow-up activity during the apprenticeship training?

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐



26. If yes, how often it is conducted

Regular program

Extension program

A. Daily

☐☐

B. Once a week

☐☐

C. Once every two weeks

☐☐

D. Once a month

☐☐

Other _____

27. How do you rate the appropriateness of materials used for practical training in the TVET institution?

Regular program : A. High ☐

B. Medium ☐

C. Low ☐

Extension program: A. High ☐

B. Medium ☐

C. Low ☐

28. How do you evaluate the appropriateness of materials in the organization to enhance the practical skills of apprentice?

Regular program : A. High ☐

B. Medium ☐

C. Low ☐

Extension program: A. High ☐

B. Medium ☐

C. Low ☐

29. How do you evaluate the similarity of materials for practical training in an organization and TVET institution?

A. High ☐

B. Medium ☐

C. Low ☐

30. If your response is 'low' or very low which one of them is well equipped?

A. The training institution ☐

B. The organization ☐

31. How do you evaluate the capability of the supervisors assigned by organization to evaluate the performance of apprentices?

Regular program : A. High ☐

B. Medium ☐

C. Low ☐

Extension program: A. High ☐

B. Medium ☐

C. Low ☐

32. If your response is 'low' which of the following could be the main reason for the problem?

Regular program

Extension program

a. Inadequacy in methodology to offer training

☐☐

b. The supervisor is unskilled lack practical training

☐☐

c. The supervisor is academically not qualified

☐☐

Other _____

33. How do you rate the reliability of the results of apprenticeship obtained from training provider organizations?

Regular program : A. High ☐

B. Medium ☐

C. Low ☐

Extension program: A. High ☐

B. Medium ☐

C. Low ☐

34. How do you rate the similarity between regular and extension program apprentices results of apprenticeship obtained from training provider organizations?

A. High ☐ B. Medium ☐ C. Low ☐

35. If your answer is 'low' or not similar which one of them has better performance?

A. Regular program ☐ B. Extension Program ☐

36. In your opinion which of the following highly hinder the smooth implementation of apprenticeship training? (You may choose more than one answer)

	Regular program	Extension program
a. The lack of inapplicability of apprenticeship guideline	☐	☐
b. Lack of partnership between organization and TVET institutions	☐	☐
c. Reluctance of organizations to cooperate	☐	☐
d. Mismatch between number of trainees and capacities of organizations to absorb them	☐	☐
e. Financial problems	☐	☐
Other _____		

37. How do you rate the adequacy of the following facilities in your institution?

	Regular Program			Extension Program		
	High	Medium	Low	High	Medium	Low
A. Equipment/machine	☐	☐	☐	☐	☐	☐
B. Training materials	☐	☐	☐	☐	☐	☐
C. Facilities	☐	☐	☐	☐	☐	☐

38. Would you please state major problems you faced in relation to the implementation of apprenticeship-training in regular and extension programs?

Regular program: a. _____
b. _____
c. _____
d. _____

Extension program: a. _____
b. _____
c. _____
d. _____

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

Regular program: a. _____
b. _____
c. _____
d. _____

Extension program: a. _____
b. _____
c. _____
d. _____

Thank you!

Appendix XIII

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS EDUCATION
FIELD OF VOCATIONAL EDUCATION MANAGEMENT

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

The purpose of this questionnaire is to gather information and opinion about the implementation of apprenticeship training program of regular and extension programs in the TVET program of SMUC in Addis Ababa.

Thus, your frank and sincere responses to the items in the questionnaire will help to meet the objective of the study. The information you provide will be kept confidential and used only for the academic purpose.

Thank you in advance for your cooperation!

N.B.

- ☞ No need of writing your name.
- ☞ Where alternative answers are given, please mark your answer using an 'X' in the corresponding boxes.
- ☞ Please be as brief as possible in answering the open ended questions.

Part I: Personal data

1. Name of the organization _____
2. Address
 - 2.1. Zone _____
 - 2.2. Sub-city _____
 - 2.3. Town _____
3. Academic qualification _____
4. Your position in the organization _____
5. Years of service _____
6. Sex
 - A. Male ☐
 - B. Female ☐
7. Type of business
 - A. Manufacturing ☐
 - B. Merchandizing ☐
 - C. Service ☐
 - D. Others _____
8. Type of ownership
 - A. Government ☐
 - B. Private ☐
 - C. NGO ☐
 - D. Others _____

9. The organization is accountable to
- A. Federal government ☐ C. Others _____
- B. Regional government ☐
10. Number of employees in the organization
- A. Permanent _____
- B. Contract/temporary/par time basis _____ Others _____
11. The number of TVET trainers attended apprenticeship training in your organization during the year 2005/06 from St. Mary's University College.
- A. Regular program: _____ B. Extension program _____ C. Total _____
12. For how long did TVET trainers attend apprenticeship training in your organization
- Regular program: A. _____ months B. _____ days C. _____ hours
- Extension program: A. _____ months B. _____ days C. _____ hours

Part II: General Question

1. How was your organization made to provide apprenticeship training?
- A. On the basis of the request by TVET institute ☐
- B. On the basis of guideline /order from local administration office ☐
- C. On the basis of order (guideline) from trade union/employee association ☐
- D. Others _____.
2. Were there laws backing implementation of apprenticeship training? For
- Regular program : A. Yes ☐ B. No ☐
- Extension program: A. Yes ☐ B. No ☐
3. If your response to question No. 2 is 'yes', how was your organization made familiar with the laws? _____
4. Was your organization made familiar with issues relating to apprenticeship training?
- A. Yes ☐ B. No ☐
5. If your response to question No. 4 is 'yes', how was your organization made familiar with the issues?
- A. By providing apprenticeship guideline to the organization ☐
- B. Through discussion with higher officials of the organization on the meeting held for one day ☐
- C. Through training of trainers apprenticeship in the form of workshop (seminars) ☐
- D. Others _____.
6. Are there criteria set relating to selection of apprenticeship training offering organizations?
- A. Yes ☐ B. No ☐

7. If your response to question No. 6 is 'yes', what are the criteria determined to select organizations that shall participate in the provision of apprenticeship training?

- A. The number of employees ☐ D. Type of business ☐
 B. The amount of capital ☐ E. Others _____
 C. Type of ownership ☐

8. How does the number of trainees to be assigned to each organization for apprenticeship training determined?

- | | Regular program | Extension program |
|---|--------------------------|--------------------------|
| A. By each organization unilaterally | ☐ | ☐ |
| B. By TVET institution on the basis of preset criteria | ☐ | ☐ |
| C. By the agreement between TVET institution and organization | ☐ | ☐ |
| D. On the basis of the statement of the law | ☐ | ☐ |
| E. There is no formal procedure | ☐ | ☐ |
| F. Others _____ | | |

9. Who assigns trainees to each selection organization?

- | | Regular program | Extension program |
|--|--------------------------|--------------------------|
| A. The vocational counselor | ☐ | ☐ |
| B. The apprenticeship offering organizations | ☐ | ☐ |
| C. The trainer/teacher | ☐ | ☐ |
| D. Through trainees personal contact | ☐ | ☐ |
| E. Other _____ | | |

10. How do you evaluate your ability to train apprentice?

- A. High ☐ B. Medium ☐ C. Low ☐

11. If your response to question no. 10 is 'low', what are the reasons?

- A. _____
 B. _____
 C. _____

12. How do you evaluate the following duties and responsibilities expected from those apprentices who practiced in your organization? (Multiple responses are possible)

	Regular program			Extension program		
	High	Medium	Low	High	Medium	Low
12.1 To diligently perform the apprenticeship training	☐	☐	☐	☐	☐	☐
12.2 To be acquainted with work method of the organization	☐	☐	☐	☐	☐	☐
12.3 To utilize materials with care and economy	☐	☐	☐	☐	☐	☐
12.4 The ability to perform practical activity	☐	☐	☐	☐	☐	☐
12.5 The ability to co-operate with other employees	☐	☐	☐	☐	☐	☐
12.6 The ability to utilize inputs efficiently	☐	☐	☐	☐	☐	☐
12.7 The quality of goods/services they provide	☐	☐	☐	☐	☐	☐
12.8 The ability to use office equipment	☐	☐	☐	☐	☐	☐
12.9 Other _____						

13. Which of the following activities were performed by the TVET institution (you may choose more than one answer)

- A. Utilizing apprentices evaluation done by your supervision as a component of overall evaluation of trainees during certification ☐
- B. Following up the process of apprenticeship training by assigning appropriate professionals ☐
- C. Collaborate with your organization by preparing guidelines and schedules for implementation of the apprenticeship training ☐

14. Have you evaluate and transfer apprentices result (grade) to their institution?

- Regular program : A. Yes ☐ B. No ☐
 Extension program: A. Yes ☐ B. No ☐

15. If your response to question number 14 is 'yes', how do you rate your capacity to evaluate?

- Regular program : A. High ☐ B. Medium ☐ C. Low ☐
 Extension program: A. High ☐ B. Medium ☐ C. Low ☐

16. If your response to question number 15 is 'low', what are the reasons?

A. _____ B. _____

17. If your response to question number 14 is 'no', what are the reasons?

A. _____ B. _____

18. Do apprentices pay fee for the apprenticeship training?

- Regular program : A. Yes ☐ B. No ☐
 Extension program: A. Yes ☐ B. No ☐

19. If your answer for question No. 18 is 'yes', please state the process of payment

A. _____ B. _____

20. Did your organization make payment (such as pocket money, transportation cost, uniform, etc) to apprentices? (Multiple responses are possible)

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

21. Did your organization incur loss emanating from apprentices training?

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

22. If your response to question No. 21 is 'yes' how do you evaluate for regular and extension programs?

Regular program : A. High ☐ B. Medium ☐ C. Low ☐

Extension program: A. High ☐ B. Medium ☐ C. Low ☐

23. If your response to question No. 22 is 'high' which of the following could be the reason?

	Regular program	Extension program
A. The products/services of apprentices are below the quality standard	☐	☐
B. The products/services of apprentices are worthless	☐	☐
C. Capacity of apprentices for practical work is minimal	☐	☐
D. Misuse of inputs by apprentice	☐	☐
E. Work discipline of apprentice is low	☐	☐
F. Others _____		

24. Where there incentive given to your organization for offering apprenticeship training?

A. Yes ☐ B. No ☐

25. If your response to the question No. 24 is 'yes', what was the incentive given? (you may choose more than one answer)

A. Tax exemption on imported machine and other equipments ☐

B. Charge free training for employees of the organization in TVET institution ☐

C. Charge free provision of land for expansion ☐

D. Letter of thanks given on graduation days ☐

E. Others _____

26. Did trainees sign apprenticeship contract with your organization for offering apprenticeship training?

Regular program : A. Yes ☐ B. No ☐

Extension program: A. Yes ☐ B. No ☐

27. If your answer to the question No. 26 is 'yes', what are the items in the contract (you may choose more than one answer)

- A. Full name and age of apprentice ☐
- B. Name and address of the organization ☐
- C. Name and address of the training institution ☐
- D. The occupation in which the apprentice is intended to under go apprenticeship training ☐
- E. Date on which the apprenticeship training shall start and its duration ☐
- F. Conditions for the termination of the contract of apprenticeship training ☐
- G. Conditions of payments for the apprentice ☐
- H. Conditions of insurance for damages on training ☐

28. How many apprentices can your organization absorb? For

Regular program : A. Below 5 ☐ B. 5-10 ☐ C. 11-15 ☐ D. above 15 ☐

Extension program: A. Below 5 ☐ B. 5-10 ☐ C. 11-15 ☐ D. above 15 ☐

29. How do you rate the interest of your organization to provide apprenticeship training in the future?

A. High ☐ B. Medium ☐ C. Low ☐

30. In your company most of the trainees had their training from

A. Regular program ☐ B. Extension program ☐ C. Equal proportion from both ☐

31. Which of these training programs have skilled apprentice to suit the best interest of your company?

A. Regular program apprentices ☐ B. Extension program apprentices ☐

32. In your opinion the relation ship between the institution and the companies is

A. Strong ☐ B. Average ☐ C. Weak ☐

33. If your response to question no.32 is 'weak', what are the reasons?

A. _____ B. _____

34. How do you evaluate the similarity of materials for practical training in an organization and TVET institution?

A. High ☐ B. Medium ☐ C. Low ☐

35. If your response to question no.34 is 'low', what are the reasons?

A. _____ B. _____

36. How do you evaluate the provision of facilities for practical training?

Regular programs: A. High ☐ B. Medium ☐ C. Low ☐

Extension programs: A. High ☐ B. Medium ☐ C. Low ☐

37. If your response to question no.36 is 'low', what are the reasons?

A. _____ B. _____

38. Would you please state major problems you faced in relation to the implementation of apprenticeship-training in regular and extension programs?

Regular program: _____

Extension program: _____

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

Regular program: _____

Extension program: _____

Thank You!!!

Appendix XIV

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES DEPARTMENT OF BUSINESS EDUCATION FIELD OF VOCATIONAL EDUCATION MANAGEMENT

Observation Check list to Supervise Apprenticeship Training offering Centers

The purpose of this Check list is to gather relevant information on the condition of apprenticeship training facilities to implement the program of regular and extension programs.

1. Name of the organization _____
2. Address:
 - 2.1. Zone _____
 - 2.2. Sub-city _____
 - 2.3. Town _____
3. Type of business

A. Manufacturing ☐	C. Service ☐
B. Merchandizing ☐	D. Others _____
4. Type of ownership

A. Government ☐	C. NGO ☐
B. Private ☐	D. Others _____
5. Apprenticeship training program

A. Regular program ☐	B. Extension program ☐	C. Both programs ☐
---	---	---
6. Availability of Physical facilities of the apprenticeship training center

Items	Not satisfactory	Barely satisfactory	Satisfactory	More than satisfactory	Excellent
a. Office for secretarial service & necessary supplies					
b. Sight of the office					
c. Record office					
d. Office Machines (typewriters, computers, duplicator, photocopier etc)					
e. Office Furniture (chairs, tables etc.)					
f. Filing equipment (cabinet shelf, etc)					

7. Availability of Documents/records:

Items	Not satisfactory	Barely satisfactory	Satisfactory	More than satisfactory	Excellent
a. List of registered trainees					
b. List of drop-outs					
c. List of apprentice result					
d. List of Job duties and job description					
e. Curriculum copy materials					
f. List of attendance					
g. Stipend payment check list					
h. List of supervisors/trainers					
i. Evaluation form					
j. Apprenticeship Training plan					
k. Forms to be filled by supervisors					
l. Forms to be filled by trainees					
m. Form of Apprenticeship Contract					
n. Manuals about rules & regulations of the organization					
o. List of supervisors sent from SMUC.					

ጽህፈት ቤቱ የየወቅቱን ሳይንስና ቴክኖሎጂ እድገት እንዲሁም የህብረተሰቡን ፍላጎት መሠረት በማድረግ በዚህ አንቀጽ ንዑስ አንቀጽ ፪ ሥር የተዘረዘሩትን ትምህርቶች ማሻሻል ይችላል።

ከፍል ሰበት ስለ ሥራ ላይ ልምምድ

የሥራ ላይ ልምምድ ፕሮግራም አወሳሰን

ጽህፈት ቤቱ አሠሪዎችንና ጉዳዩ የሚመለከታቸው ሌሎች ወገኖችን በማማከርና የሙያ ሙሉና ደረጃን መሠረት በማድረግ ለየሙያው የሥራ ላይ ልምምድ ፕሮግራም ይወስናል።

የሥራ ላይ ልምምድ የሚሳተፉ ድርጅቶችን ለመምረጥ

ጽህፈት ቤቱ በሚያወጣው መመሪያና መስፈርት መሠረት ከልሎ ሥልጣን የሰጠው አካል የሥራ ላይ ልምምድ የሚሰጡ ድርጅቶችን ይመርጣል ይመዘግባል።

የድርጅቶች ተግባርና ኃላፊነት

ገንዘብም ለሥራ ላይ ልምምድ የተመረጠ ድርጅት ከዚህ በታች የተመለከቱት ተግባርና ኃላፊነቶች ይኖሩታል፡-

፩/ ስልጣኖችን ተቀብሎ ማለማመድ፤

፪/ ተለማማጁን መለማመድ በሚገባው ቦታ ላይ በማሰማራት ተገቢውን የሥራ ልምድ ማግኘቱን ማረጋገጥ፤

፫/ የተለማማጁን እውቀትና ክህሎት ማጸበር የሚችል የእለት ተእለት የሥራ አፈጻጸሙን ለመከታተልና ለመገምገም ሙያዊ ብቃት ያለው ሱፐርቫይዘር መመደብ፤

፬/ ተለማማጁን ከድርጅቱ የአሠራር ሥርዓትና ደንብ ጋር ማስተዋወቅ፤

፭/ ተለማማጁን እንደ መደበኛ ሠራተኛ በመቁጠር አስፈላጊውን ግብዓት ማቅረብ፤

፮/ የተለማማጁን ሰብአዊ ክብርና መብት የመጠበቅና የማስከበር፤

3/ The Office may, based on the science and technology of the relevant time and the societal needs, modify the courses stated under Sub-Article 2 of this Article.

PART THREE APPRENTICESHIP

19. Determination of apprenticeship training program

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

20. Organization participating in apprenticeship training

A body empowered by the State shall, based on guidelines and criteria determined by the office, select organizations that shall participate in the provision of apprenticeship training.

21. Duties and responsibilities of organizations

Every organization selected for apprenticeship training shall have duties and responsibilities as provided hereunder:

1/ To receive and provide apprenticeship training to trainees;

2/ To assign the apprentice in the place appropriate to his training and to ensure that the apprentice acquires proper work experience;

3/ To assign a capable supervisor who would enhance the knowledge and skills of the apprentice, and should follow up and evaluate the day-to-day performance of the apprentice.

4/ To acquaint the apprentice with work rules and methods of the organization;

5/ To consider the trainee as a regular employee and to provide him the necessary inputs;

6/ To respect and enforce human dignity of the apprentice;

፯/ የተለማማጅን የሥራ አፈጻጸም ብቃት በመገምገም ውጤቱ ለማሰልጠኛ ተቋሙ ማስተላለፍ፤

፰/ ተለማማጆች ከማሰልጠኛ ተቋሙ ያገኙትን ክህሎት በመገምገም ስለ ማሰልጠኛ ተቋሙ የማሰልጠን ብቃት ለሚመለከተው ተቋም አስተያየት መስጠት፤

፱/ ከማሰልጠኛ ተቋማት ጋር በትብብርና በቅንጅት መስራት፡፡

፩. የማሰልጠኛ ተቋማት ተግባርና ኃላፊነት

የሥራ ላይ ልምምድን በተመለከተ ማንኛውም የማሰልጠኛ ተቋም ከዚህ በታች የተመለከቱት ተግባርና ኃላፊነቶች ይኖሩታል፡-

፩/ ሠልጣኞች የሚያደርጉትን የሥራ ላይ ልምምድ የሚከታተልና የሚቆጣጠር አስተባባሪ መመደብ፤

፪/ የአሠራር መመሪያና ዝርዝር መርህ ግብር በማውጣት ለተግባራዊነቱ ከድርጅቶች ጋር በቅንጅት መሥራት፤

፫/ የሠልጣኞችን የሥራ ላይ ልምምድ ግምገማ ውጤት ለሥልጠና ማጠናቀቂያ ማስረጃ አሰጣጥ በመመዘኛነት መጠቀም፤

፬/ ከአለማማጅ ድርጅቶች የሚቀርቡለትን አስተያየቶች በመቀበል የሥልጠናውን ብቃት ማሻሻል፡፡

፪. የተለማማጅ ተግባርና ኃላፊነት

ማንኛውም ተለማማጅ ከዚህ በታች የተመለከቱት ተግባርና ኃላፊነቶች ይኖሩታል፡-

፩/ የሥራ ላይ ልምምዱን በትኩረት ማከናወን፤

፪/ ለልምምድ የተሰጡትን መሣሪያዎችና ቁሳቁሶች በጥንቃቄ መያዝና በቁጠባ መጠቀም፤

፫/ የሥራ ላይ ልምምድ እንዲያደርግ የተመደበበትን ድርጅት የአሠራር ሥርዓትና ደንቦችን ማወቅና አክብሮ መፈፀም፤

፬/ በሌሎች ሕጎች የተደነገገው እንደተጠበቀ ሆኖ በሥራ ልምምዱ አጋጣሚ ያወቀውን የድርጅቱን የሥራ ሚስጥር ለሌላ አሳልፎ አለመስጠት፤

7/ To evaluate the performance of the apprentice and transmitt the results to the training institution.

8/ by inspecting the skill that the trainee acquired forward opinion to the concerned organ as to the competency of the institution

9/ To cooperate and work in coordination with training institutions;

22. Duties and responsibilities of training institutions

Regarding apprenticeship training, every training institution shall have duties and responsibilities as provided hereunder.

1. To assign a coordinator who shall follow up and control apprenticeship training undergone by trainees;

2. To prepare operational guidelines and detailed programs and for their implementation, to cooperate and work in coordination with organizations;

3/ To utilize result of performance evaluation relating to apprenticeship training as a criterion for certification

4/ by receiving opinion from the institution improve the quality of the training.

23. Duties and responsibilities of an apprentice

Every apprentice shall have duties and responsibilities as provided hereunder:

1. To diligently perform the apprenticeship training;

2/ To utilize with care and economy tools, equipment and materials supplied to him for training purposes

3/ To be acquainted with and to observe work rules and methods of the organization to which he is assigned for apprenticeship training;

4/ Without prejudice to the provisions of other laws, not to divulge to any other person work secrets of the organization that he acquired in the course of his apprenticeship training;

፩/ የራሱንም ሆነ የሌሎችን ጤንነት ወይም ሕይወት አደጋ ላይ የሚጥል ወይም የድርጅቱን ጥቅም የሚነካ ጉዳይ ሲያጋጥም ለሚመለከተው አካል ወዲያውኑ ማሳወቅ፡፡

፩፩. የሥራ ላይ ልምምድ ውል

የሥራ ላይ ልምምድ ውል በማሠልጠኛ ተቋም በድርጅትና በተለማማጅ መካከል የሚመሰረት ሆኖ፡-

ሀ/ የተለማማጁን ሙሉ ስምና አድራሻ፤

ለ/ የማሰልጠኛ ተቋሙን ስምና አድራሻ፤

ሐ/ የድርጅቱን ስምና አድራሻ፤

መ/ ተለማማጅ ልምድ እንዲያገኝበት የታተመውን የሙያ ዓይነት፤

ሠ/ የሥራ ላይ ልምምዱ የሚጀመርበትን ቀንና የሚፈጀው ጊዜ፤

ረ/ የሥራ ላይ ልምምዱ ውል የሚቋረጥበትን ሁኔታ የሚያመለክት መሆን አለበት፡፡

ከፍል አራት

የማሠልጠኛ ተቋማት የሚቋቋሙበትና

የሚካሄዱበት ሁኔታ

፩፩. በሥልጠና ሥራ ተሳታፊ ስለመሆን

መንግሥታዊ፣ የግል እና መንግሥታዊ ባለሆነ ድርጅት ባለቤትነት የሚካሄድ ማንኛውም ማሰልጠኛ ተቋም የቴክኒክና ሙያ ትምህርትና ሥልጠና መስጠት ይችላል፡፡

፩፮. ስለመቋቋም

፩/ ተጠሪነቱ ለፌዴራል መንግሥት አካል የሆነ መንግሥታዊ ማሰልጠኛ ተቋም በሚኒስትሮች ምክር ቤት በሚወጣ ደንብ መሠረት ይቋቋማል፤

፪/ ተጠሪነቱ ለክልል መንግሥት አካል የሆነ ማንኛውም መንግሥታዊ ማሰልጠኛ ተቋም በክልሉ መንግሥት በሚወጣ ሕግ መሠረት ይቋቋማል፤

5/ To immediately inform the concerned body, when he becomes aware of, any event or fact which may be a threat to his or others' health or life, or which may affect the interests of the organization;

24. Contract of apprenticeship

Contract of apprenticeship shall be concluded among a training institution, an organization and an apprentice, and shall contain the following

- Full name and age of the apprentice;
- Name and address of the training institution;
- Name and address of the organization;
- The occupation in which the apprentice is intended to undergo apprenticeship training;
- The date on which the apprenticeship shall start and its duration; and
- Conditions for the termination of the contract of apprenticeship.

PART FOUR ON THE ESTABLISHMENT AND OPERATION OF TRAINING INSTITUTIONS

25. Participation in the provision of training

Any public or private training institution or one owned by a nongovernmental organization may provide technical and vocational education and training.

26. Establishment

1/ Any public training institution which is accountable to any organ of the Federal Government shall be established by Regulations to be issued by the Council of Ministers.

2/ Any public training institution which is accountable to any organ of a State shall be established by a law to be issued by the State legislature.

St. Mary's University College
Apprenticeship Results
Extension program

Names	Id No	Total Mark 2004\05	Dep.	Achieved Mark 2004\05	Achieved mark & result
Alemnesh Megersa	ES1208/96	91.64	SSOM	20.16	0/0
Alganesh Gezae	ES1209/96	0	SSOM	0	
Alganesh Girmay	ES1210/96	95.5	SSOM	21.01	98.57/20.67
Amele Tesabe	ES1211/96	90	SSOM	19.8	99.5/20.89
Ayalnesh Bayou	ES1212/96	87.85	SSOM	19.33	
Aynadis Bete	ES1213/96	97.8	SSOM	21.52	97.35/20.42
Aynalem Ekele	ES1214/96	99.11	SSOM	21.80	99.5/20.89
Aynalem Lamlew	ES1215/96	85.36	SSOM	18.78	97.36/20.45
Azeb Tsacaye	ES1216/96	0	SSOM	0	
Dejene Shileraw	ES1217/96	0	SSOM	0	99/20.79
Denya Mohammed	ES1218/96	0	SSOM	0	0/0
Dzila Fanta	ES1219/96	0	SSOM	0	0/0
Ehitayehu Arage	ES1220/96	0	SSOM	0	0/0
Eleni Hailu	ES1221/96	99.43	SSOM	21.87	97.32/20.44
Elezabeth Mulugeta	ES1222/96	0	SSOM	0	0/0
Emebet Eshete	ES1223/96	93.43	SSOM	20.55	79.21/20.41
Emebet Shileraw	ES1224/96	0	SSOM	0	0/0
Etsegenet Teklu	ES1225/96	85.14	SSOM	18.73	95.14/19.98
Etenesh Adane	ES1226/96	0	SSOM	0	100/21
Ethior : Degu	ES1227/96	0	SSOM	0	0/0
Etsegenet Mitiku	ES1228/97	92.18	SSOM	20.28	
Fikiret Lule	ES1229/96	99.78	SSOM	21.84	100/21

Appendix XVI

St. Mary's University College
Apprenticeship Results
Extension program

Names	Id No	Total Mark 2004\05	Dep.	Achieved Mark 2004\05	Achieved mark & result
Tezerash Alemu	EL0	96.57	LAW	21.25	
Werknesh Berhe	EL00	95.7	LAW	21.05	
Birke Wgebrie	EL000	93.92	LAW	20.66	
Etsehiwet Mangistu	EL0000	93.92	LAW	20.66	
Minala Gebegheh	EL00000	95.14	LAW	20.93	
Like Merga	EL000000	98.86	LAW	21.75	
Shewangisaw Urge	EL039/96	100	LAW	22	
Bekele Taffesse	EL0771/96	93.5	LAW	20.57	99.14/22.80
Bezunhe Fikadu	EL0772/96	93.8	LAW	20.64	0/0
Dagne Seneshaw	EL0774/96	0	LAW	0	
Daniel Tadesse	EL0776/96	0	LAW	0	0/0
Dessu Taddesse	EL0778/96	93	LAW	20.46	99.35/22.85
Fekede Wolde	EL0782/96	98.93	LAW	21.76	100/23
Feleghiwoi Ephrem	EL0783/96	99.71	LAW	21.94	95.28/21.91
Fikur Wonde	EL0785/96	0	LAW	0	0/0
Genet Admasu	EL0787/96	90.36	LAW	19.88	100/23
Getachew Addis	EL0788/96	81.14	LAW	17.85	
Getachew Wobeshet	EL0789/96	0	LAW	0	0/0
Gezu Molla	EL0790/96	0	LAW	0	0/0
Girma Estifanos	EL0792/96	0	LAW	0	100/23
Hailu Lulie	EL0795/96	93.21	LAW	20.51	97.29/22.38
Kasim Mohammed	EL0796/96	0	LAW	0	0/0

St. Mary's University College
Apprenticeship Results
Extension program

Names	Id No	Total Mark 2004\05	Dep.	Achieved Mark 2004\05	Achieved mark & result
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Abeba Abebe	EA0001/96	0	Accounting	0	95/19.95
Abiyot Dejene	EA0002/96	96.07	Accounting	21.14	100/21
Adane Debre	EA0003/96	90.43	Accounting	21.87	98.86/20.76 ✓
Adanech Denboba	EA0004/96	90.57	Accounting	21.69	
Adanech Faje	EA0005/96	97.07	Accounting	21.36	100/21
Addisalem Worku	EA0006/96	91.29	Accounting	20.96	98.57/20.69
Ademasu Shegaw	EA0007/96	91.86	Accounting	21.09	0/0
Alemu beyene	EA0010/96	81.08	Accounting	17.84	97.71/20.52
Almaz Regassa	EA0011/96	91	Accounting	21.78	99.7/20.81 ✓
Amdene Beshire	EA0013/96	94.92	Accounting	20.88	0/0
Amare Beyene	EA0014/96	91.14	Accounting	20.93	100/21
Asfaw Workneh	EA0015/96	91.29	Accounting	21.84	95/19.95
Asnakech Abbay	EA0016/96	81.21	Accounting	18.31	95/19.95
Assefa Dejene	EA0017/96	80.36	Accounting	17.68	100/21 ✓
Aster Bayissa	EA0018/96	90.71	Accounting	21.94	99.85/20.97
Bahiru Awnke	EA0019/96	80.29	Accounting	19.64	98.57/20.69
Betelehem Gebrekir	EA0021/96	91.42	Accounting	20.11	96/20.16
Brook Shiferaw	EA0022/96	0	Accounting	0	
Debebe Wordofa	EA0023/96	80	Accounting	19.36	100/21 ✓
Dereje Zeleke	EA0024/96	91.07	Accounting	20.04	99.74/20.94 ✓
Dinseir Wakgar	EA0025/97	93.07	Accounting	20.48	
Elizabeth Alemaye	EA0026/96	99.47	Accounting	21.9	47/20.37

St. Mary's University College
Apprenticeship Results
Extension program

Names	Id No	Total Mark 2004\05	Dep.	Achieved Mark 2004\05	Achieved mark & result
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Mekonnen Gonfa	EIT000000	0	IT	0	
Abebe Alijo	EIT0944/96	0	IT	0	0/0
Abebech Shamra	EIT0945/96	96.07	IT	21.14	100/22 ✓
Adane Alemneh	EIT0947/96	96.93	IT	21.32	99.89/21.98
Alemayehu Bedada	EIT0948/96	0	IT	0	0/0
Alemu Kitat	EIT0949/96	99.43	IT	21.87	0/0
Amare Desalegn	EIT0950/96	99.86 ✓	IT	21.97	100/22
Amsale Negussie	EIT0951/96	97.93	IT	21.54	100/22 ✓
Andargachew deemissie	EIT0952/96	0	IT	0	0/0
Asamench Yigezu	EIT0953/96	82.15	IT	18.07	98.64/21.70
Aschalew Tesfaye	EIT0955/96	0	IT	0	0/0
Assefa Belayineh	EIT0957/96	94.28	IT	20.74	99.71/21.94
Aster Bekele	EIT0958/96	93.57 ✓	IT	20.59	
Ayele Abebe	EIT0959/96	97.57	IT	21.47	100/22
Behailu Lakew	EIT0962/96	96.28	IT	21.18	99.64/21.92 ✓
Birut Balcha	EIT0963/96	92.35	IT	20.32	99.29/21.84
Belay Haile	EIT0964/96	98.57 ✓	IT	21.69	0/0
Betelehem Abebe	EIT0966/96	95.71	IT	21.06	99/21.78
Bilen Gebru	EIT0967/96	97.93	IT	21.54	99.57/21.91
Daniel Zerabruk	EIT0969/96	93.42	IT	20.55	99.58/21.91 ✓
Desta Azale	EIT0970/96	99.78 ✓	IT	21.95	100/22
Eden Fekadeselassie	EIT0971/97	96.86	IT	21.31	

St. Mary's University College
Apprenticeship Results
Extension program

Names	Id No	Total Mark 2004\05	Dep.	Achieved Mark 2004\05	Achieved mark & result
Abeba Abebe	EA0001/96	0	Accounting	0	95/19.95
Abiyot Dejene	EA0002/96	96.07	Accounting	21.14	100/21
Adane Debre	EA0003/96	99.43	Accounting	21.87	98.86/20.76 ✓
Adanech Denboba	EA0004/96	98.57	Accounting	21.69	
Adanech Faje	EA0005/96	97.07	Accounting	21.36	100/21
Addisalem Worku	EA0006/96	97.29	Accounting	20.96	98.57/20.69
Ademasu Shegaw	EA0007/96	97.86	Accounting	21.09	0/0
Alemu beyene	EA0010/96	81.08	Accounting	17.84	97.71/20.52
Almaz Regassa	EA0011/96	97	Accounting	21.78	99.7/20.81 ✓
Amdene Beshire	EA0013/96	94.92	Accounting	20.88	0/0
Ar.	EA0014/96	97.14	Accounting	20.93	100/21
Aslaw Workneh	EA0015/96	97.29	Accounting	21.84	95/19.95
Asnakech Abbay	EA0016/96	87.21	Accounting	18.31	95/19.95
Assefa Dejene	EA0017/96	87.36	Accounting	17.68	100/21 ✓
Aster Bayissa	EA0018/96	97.71	Accounting	21.94	99.85/20.97
Bahru Awnke	EA0019/96	87.29	Accounting	19.64	98.57/20.69
Betelehem Gebrekir	EA0021/96	91.42	Accounting	20.11	96/20.16
Brook Shiferaw	EA0022/96	0	Accounting	0	
Debebe Wordola	EA0023/96	87	Accounting	19.36	100/21 ✓
Dereje Zelele	EA0024/96	91.07	Accounting	20.04	99.74/20.94 ✓
Dinseki Wakgar	EA0025/97	93.07	Accounting	20.48	
Elizabeth Alemaye	EA0026/96	99.57	Accounting	21.9	47/20.37

St. Mary's University College
Apprenticeship Results
Extension program

Names	Id No	Total Mark 2004\05	Dep.	Achieved Mark 2004\05	Achieved mark & result
Mekonnen Gonfa	EIT000000	0	IT	0	
Abebe Alijo	EIT0944/96	0	IT	0	0/0
Abebech Shamra	EIT0945/96	96.07	IT	21.14	100/22 ✓
Adane Alemneh	EIT0947/96	96.93	IT	21.32	99.89/21.98
Alemayehu Bedada	EIT0948/96	0	IT	0	0/0
Alemu Kitat	EIT0949/96	99.43	IT	21.87	0/0
Amare Desalegn	EIT0950/96	99.86 ✓	IT	21.97	100/22
Amsale Negussie	EIT0951/96	97.93	IT	21.54	100/22 ✓
Andergachew deemissie	EIT0952/96	0	IT	0	0/0
Asamench Yigezu	EIT0953/96	82.15	IT	18.07	98.64/21.70
Aschalew Tesfaye	EIT0955/96	0	IT	0	0/0
Assefa Belayineh	EIT0957/96	94.28	IT	20.74	99.71/21.94
Aster Bekele	EIT0958/96	93.57 ✓	IT	20.59	
Ayele Abebe	EIT0959/96	97.57	IT	21.47	100/22
Behailu Lakew	EIT0962/96	96.28	IT	21.18	99.64/21.92 ✓
Birut Balcha	EIT0963/96	92.35	IT	20.32	99.29/21.84
Belay Haile	EIT0964/96	98.57 ✓	IT	21.69	0/0
Betelehem Abebe	EIT0966/96	95.71	IT	21.06	99.21/78
Bilen Gebru	EIT0967/96	97.93	IT	21.54	99.57/21.91
Daniel Zerabruk	EIT0969/96	93.42	IT	20.55	99.58/21.91 ✓
Desta Azale	EIT0970/96	99.78 ✓	IT	21.95	100/22
Eden Fekadeselassie	EIT0971/97	96.86	IT	21.31	

St. Mary's University College
Apprenticeship Results
Regular program

Name	Id No	Dep.	Total Mark 2004\05	Total Mark 2005\06	Achieved Mark 2004\05	Achieved Mark 2005\06
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Emebet Bekele	RA0536/97	Accounting	98.29	100	21.62	21
Emebet Fekadu	RA0537/97	Accounting	99.64	100	21.92	21
Endal Kachew	RA0538/97	Accounting	0	0	0	0
Eyob Assela	RA0540/97	Accounting	99.64	100	21.92	21
Fasika Tezera	RA0541/97	Accounting	92.85	100	20.43	21
Fedlu Kemal	RA0542/97	Accounting	0	0	0	0
Feleke Yirga	RA0543/97	Accounting	94	100	20.7	21
Hanan Ibrahim	RA0544/97	Accounting	100	100	22	21
Hassabe	RA0545/97	Accounting	100	100	22	21
Henok Hailu	RA0546/97	Accounting	99.64	100	21.29	21
Hiwot Fekede	RA0547/97	Accounting	94	100	20.68	21
Jemal	RA0548/97	Accounting	0	0	0	0
Kaleb Meshin	RA0549/97	Accounting	99.57	100	21.91	21
Ketema Bekele	RA0550/97	Accounting	0	0	0	0
Marta Degu	RA0554/97	Accounting	99.86	100	21.97	21
Martha Chane	RA0555/97	Accounting	97.7	100	21.49	21
Mebrate	RA0557/97	Accounting	0	0	0	0
Mekdes Kisse	RA0558/97	Accounting	98.85	99.58	21.31	20.91
Menberework	RA0559/97	Accounting	100	100	22	21
Meron Dicha	RA0560/97	Accounting	97.92	100	21.54	21
Meseret Alemu	RA0561/97	Accounting	94.07	100	20.69	21
Mulugeta	RA0562/97	Accounting	100	100	22	21
Nigist Girma	RA0563/97	Accounting	99.85	100	21.97	21
Rahel	RA0564/97	Accounting	99.58	0	21.91	0
Sara	RA0565/97	Accounting	90.57	0	19.93	0
Saba Tsegaye	RA0566/97	Accounting	92.28	100	20.3	21
Sabela	RA0567/97	Accounting	99.71	100	21.94	21
Samuel	RA0568/97	Accounting	0	0	0	0
Selamawit	RA0569/97	Accounting	99.36	100	21.86	21
Selamawit	RA0570/97	Accounting	0	0	0	0
Tadelu Bekele	RA0571/97	Accounting	92.79	99.85	20.41	20.19
Tesgaye	RA0572/97	Accounting	100	100	22	21
Wekele	RA0573/97	Accounting	0	0	0	0
Wendye	RA0574/97	Accounting	92.22	100	20.29	21

St. Mary's University College
Apprenticeship Results
Regular program

Name	Id No	Dep.	Total Mark 2004\05	Total Mark 2005\06	Achieved Mark 2004\05	Achieved Mark 2005\06
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Seble Tefaye	RS1425/97	SSOM	0	0	0	0
Selamawit Bahiru	RS1426/97	SSOM	0	0	0	0
Selamawit Shewatatek	RS1428/97	SSOM	99.86	0	21.97	0
Selamawit W/Yohanes	RS1429/97	SSOM	100	100	22	21
Siham Zekeria Ibrahim	RS1430/97	SSOM	98.6	0	21.69	0
Simegn Mekonnen	RS1431/97	SSOM	99.9	100	21.98	21
Sinkeneshe Geletu Hayle	RS1432/97	SSOM	100	100	22	21
Sirgut Woldeyhanes	RS1433/97	SSOM	86.8	100	19.09	21
Sosina Solomon	RS1434/97	SSOM	95.4	96	20.99	20.16
Terefeleg Arega	RS1435/97	SSOM	0	0	0	0
Teshay Tesfa Ambaye	RS1436/97	SSOM	86.5	100	19.03	21
Tsedeku Woldemedhain	RS1437/97	SSOM	100	100	22	21
Teshay Debele Goda	RS1438/97	SSOM	91.64	100	20.16	21
Yemariamwork Asrate	RS1439/97	SSOM	0	0	0	0
Yerbayen Wondale	RS1440/97	SSOM	80	100	17.6	21
Yerinayet Lemma Wubu	RS1441/97	SSOM	0	0	0	0
Yodit Tadesse Kassa	RS1442/97	SSOM	100	98	22	20.58
Yodit Tesfaye Hailu	RS1443/97	SSOM	98.64	100	21.7	21
Yordanos Kassahun	RS1444/97	SSOM	100	100	22	21
Zebib Zerfu Gesese	RS1445/97	SSOM	100	100	22	21
Ziada Teka Gizaw	RS1446/97	SSOM	100	0	22	0
Ziada Teka Gizaw	RS1446/97	SSOM	0	100	0	21
Zinash Ademe Shafi	RS1447/97	SSOM	95.14	98.57	20.93	20.69
Ababa Mirete Yilma	RS1448/97	SSOM	99.79	0	21.95	0
Abaynesh Mulugeta	RS1449/97	SSOM	0	0	0	0
Almaz Tibebe Kotu	RS1450/97	SSOM	100	98.67	22	20.72
Amelework Lemma	RS1451/97	SSOM	100	0	22	0
Anchealem Mulunesh	RS1452/97	SSOM	100	0	22	0
Aster Alene Tessema	RS1453/97	SSOM	100	98.63	22	20.71
Aziza Rahmato Kereta	RS1455/97	SSOM	99.92	100	21.98	21
Belelhem Messele	RS1456/97	SSOM	98.6	0	21.69	0
Bilen Mulugeta	RS1457/97	SSOM	91.78	0	20.19	0
Bien Assela Kebede	RS1458/97	SSOM	91.85	0	20.21	0
Debitu Fanta	RS1459/97	SSOM	100	0	22	0

St. Mary's University College
Apprenticeship Results
Regular program

Name	Id No	Dep.	Total Mark 2004/05	Total Mark 2005/06	Achieved Mark 2004/05	Achieved Mark 2005/06
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Feyisa Argaw Yadele	RL1117/97	Law	100	100	22	23
Fitsum Habtamu	RL1118/97	Law	0	0	0	0
Genetchu Hailemanam	RL1119/97	Law	0	0	0	0
Getaneh Bealy	RL1120/97	Law	100	100	22	23
Gezahegn Gebnew	RL1121/97	Law	0	0	0	0
Hana Kahsay Desta	RL1122/97	Law	99	100	21.79	23
Haregewoin Taye	RL1123/97	Law	99.57	100	21.9	23
Hayat Nassir	RL1124/97	Law	99.7	100	21.94	23
Kallidun Solomon	RL1125/97	Law	0	0	0	0
Kassa Desale Abey	RL1126/97	Law	0	0	0	0
Kebede Dugassa	RL1127/97	Law	98.6	0	21.7	0
Kibwosane Yemane	RL1128/97	Law	99.2	100	21.82	23
Kibur Negussie Zewdie	RL1129/97	Law	100	98.21	22	22.59
Kidist Tekle G/Taiyos	RL1130/97	Law	99.79	98.21	21.95	22.59
Lidiya Fikere Kebede	RL1131/97	Law	100	100	22	23
Luel Sayoum Buruhi	RL1132/97	Law	100	100	22	23
Manyazewal Antema	RL1133/97	Law	0	0	0	0
Maria Temesgen Bayisa	RL1134/97	Law	100	100	22	23
Mekuria Gugsa Jeldae	RL1135/97	Law	100	100	22	23
Meror Abera Aslaw	RL1136/97	Law	99.79	100	21.95	23
Mesaye Taffese	RL1137/97	Law	95.14	100	20.93	23
Meseret Birhanemeskel	RL1138/97	Law	100	100	22	23
Mezemer Tenkir	RL1139/97	Law	100	100	22	23
Mezgebu Getachew	RL1140/97	Law	99.7	100	21.93	23
Mihun Kifle Zerfu	RL1141/97	Law	100	100	22	23
Muljinn Kokebu Tarik	RL1142/97	Law	0	0	0	0
Namlos Yirga Kidane	RL1143/97	Law	0	100	0	23
Nettanel kebede	RL1144/97	Law	82.14	100	18.07	23
Nezilaa Mohamed	RL1145/97	Law	100	100	22	23
Rahel Kebede Bejiga	RL1146/97	Law	100	0	22	0
Samsen Yilma Tegenu	RL1147/97	Law	99.7	100	21.93	23
Shimles Mekonnen	RL1148/97	Law	99.7	100	21.93	23
Shitaye Bantirgu	RL1149/97	Law	0	0	0	0
Sofanyas Hosaena	RL1150/97	Law	98	100	21.56	23

St. Mary's University College
Apprenticeship Results
Regular program

Name	Id No	Dep.	Total Mark 2004/05	Total Mark 2005/06	Achieved Mark 2004/05	Achieved Mark 2005/06
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Dawit Epheram Kebede	RI0754/97	IT	99.35	0	21.86	0
Dinir Kemal Mohammed	RI0755/97	IT	0	0	0	0
Eden Tesfaye Samual	RI0756/97	IT	0	0	0	0
Ephrem Getachew	RI0757/97	IT	0	0	0	0
Ermias Kifle	RI0758/97	IT	95.57	100	21.03	22
Eyouel Gezahegn	RI0759/97	IT	100	100	22	22
Haben Gessese Araya	RI0760/97	IT	95.07	100	20.92	22
Hanan Ahmed	RI0761/97	IT	99.9	100	21.98	22
Haymanot Admassu	RI0762/97	IT	0	0	0	0
Haymanot Assela	RI0763/97	IT	98	100	21.56	22
Helen Derebew Yimam	RI0764/97	IT	99.71	100	21.94	22
Helina Gizachew Gonfa	RI0765/97	IT	98.29	94.36	21.62	20.76
Henock Seifu Shawel	RI0766/97	IT	100	0	22	0
Henok Hussien Jaffar	RI0767/97	IT	100	0	22	0
Henok Teklu Abraham	RI0768/97	IT	0	0	0	0
Hirut Birhanu W/Mariam	RI0769/97	IT	100	100	22	22
Hussen Nurya Hussen	RI0770/97	IT	0	0	00	0
Ibrahim Muktar Juhar	RI0771/97	IT	99.08	100	21.79	22
Semira Sheibo Busier	RI0773/97	IT	99.07	100	21.79	22
Kirbuel Sishaw	RI0774/97	IT	74.6	100	16.41	22
Kirubel Tsega Gebreyes	RI0775/97	IT	96	100	21.12	22
Lewam Kahsay Semere	RI0776/97	IT	98.4	100	21.65	22
Mahelate Assela	RI0777/97	IT	97.93	100	21.54	22
Mekdes Berhane	RI0778/97	IT	0	0	0	0
Melesu Asres Tafessa	RI0779/97	IT	100	100	22	22
Mesay Girma Tabor	RI0781/97	IT	99.85	100	21.97	22
Metasebia Megale	RI0782/97	IT	97	100	21.34	22
Metshiet Berhanu	RI0783/97	IT	99.2	100	21.82	22
Muaz G/Medhin	RI0785/97	IT	0	0	0	0
Redeat Hirpa Boru	RI0786/97	IT	0	0	0	0
Reison Teklu Abraham	RI0787/97	IT	99.92	100	21.98	22
Robel Bekele Ruga	RI0788/97	IT	92.8	0	20.42	0
Samuel Girma Megnote	RI0789/97	IT	99.78	100	21.95	22

St. Mary's University College
Apprenticeship Results
Regular program

Regular program						
Name	Id No	Dep.	Total Mark 2004\05	Total Mark 2005\06	Achieved Mark 2004\05	Achieved Mark 2005\06
Hailemichael Kebede	EM0540/96		96.43	Marketing Mgt.	22.18	100/22
Ibrahim Hussein	EM0543/96		0	Marketing Mgt.	0	0/0
Abebera Tekeste	EM0544/96		86.86 ✓	Marketing Mgt.	19.98	97.1/21.36
Mebratu Meles	EM0545/96		98.71	Marketing Mgt.	22.7	98.86/21.75
Meklit Assela	EM0546/96		100	Marketing Mgt.	23	100/22 ✓
Melesse Degafie	EM0549/96		0	Marketing Mgt.	0	0/0
Muluken Belekadu	EM0553/96		0	Marketing Mgt.	0	0/0
Nazerate Yosefo	EM0554/96		0	Marketing Mgt.	0	0/0
Rahel Alework	EM0555/96		99.50	Marketing Mgt.	22.89	0/0
Samson Wolde	EM0558/96		96.79 ✓	Marketing Mgt.	22.26	0/0
Sara Kidane	EM0560/96		99.07	Marketing Mgt.	22.79	100/22
Seblewengel Jabu	EM0561/96		75.5	Marketing Mgt.	17.07	98.35/21.64
Senait mamo	EM0562/96		0	Marketing Mgt.	0	0/0
Sileshi Assefa	EM0563/96		98.42	Marketing Mgt.	22.64	100/22
Sileshi Lemma	EM0564/96		96.35 ✓	Marketing Mgt.	22.18	100/22 ✓
Sisay Assefa	EM0565/96		99.69	Marketing Mgt.	22.93	100/22
Teklehaimanot	EM0566/96		92.86	Marketing Mgt.	21.36	86.21/21.61
Tes'aye Kassahun	EM0567/96		88.21	Marketing Mgt.	20.29	96.1/21.14
Teshome Erena	EM0568/96		0	Marketing Mgt.	0	98.57/21.69 ✓
Tilahun Feyissa	EM0569/96		97.71 ✓	Marketing Mgt.	22.47	0/0
Tsega Desalegn	EM0570/96		91.43	Marketing Mgt.	21.03	98.93/21.77
Wesanyelesh Hailu	EM0572/96		96.43	Marketing Mgt.	22.18	99/21.78
Yismalem Masresha	EM0576/96		99.64	Marketing Mgt.	22.92	100/22

Appendix XVII

St. Mary's University College Apprenticeship Offices Extension program

No.	Organization Name
1	ፈረንሣይ ኢትዮጵያ ጥናት ማዕከል
2	ኢትዮጵያ ሲቨል ሰርቪስ ኮሌጅ
3	ጉዳና ተዳዳሪ እናቶችና ህፃናት ዕርዳታ ድርጅት
4	ኢንፎ ሜድ ኃ/የተወሰነ
5	ትም ማሞና ማከፋፈያ ድርጅት
6	ጉለሌ ክ/ክ ቀበሌ 09/15 በገበያዎች ጽ/ቤት
7	በፕላክ ትሬዲንግ
8	ይት ካሰ ኢንተርፕራይዝ ን/የተወሰነ
9	ኢትዮጵያ መንገዶች ባለሥልጣን
10	ብሔር መረጃ ደህንነት
11	ኢብሮና ጆስ ሀንሰን ኢትዮጵያ ሊትድ
12	ታሊ ፍላወር
13	ውቤል ኢንተርናሽናል ኃ/የተወሰነ
14	ኢትዮጵያ ቴሌ ኮሙኒኬሽን ኮርፖሬሽን
15	እንቁጽ ዚዮን ወርት ቤት እርሻ መሣሪያ
16	ሀገር መከላከያ ሚኒስቴር ቴክኒካል
17	ኑሪክድሪ ኤንድ አሶስዬሽን ዲቪ/ት ንሰልታንሲ
18	አቃቂ ቃሊቲ ክብ ስፖርት ም/ቤት
19	ኢትዮጵያ ብሔራዊ ምርጫ ቦርድ
20	ብራና ማተሚያ ቤት
21	ሐገር መከላከያ ሚ/ር የስልጠና ዋና መኖሪያ
22	ዲ ኤም ሲ ኮንሰልት
23	ኢትዮጵያ ልማት ባንክ
24	አንበሣ የከተማ አውቆቢስ ድርጅት
25	አሮሚያ ገጠር መንገድ ባለሥልጣን
26	መገር ሲሚንቶ ኢንተርፕራይዝ
27	አዲስ አበባ ኢንፎርማቲክስ

28	አዲስ አበባ ውሃና ፍሳሽ ባለሥልጣን /መኪኒንግ ትርጉሚያ/
29	ኢትዮጵያ መንገዶች ባለሥልጣን
30	አቢም የጉዞ ወኪል
31	ፍልውሃ አገልግሎት ድርጅት
32	አሮሚያ ወጣቶችና ስፖርት ጉዳይ ቢሮ
33	ንብ ኢንተርናሽናል አክሲዮን ማህበር
34	መታሠቢያ ኢንቨ/ኤርያ
35	ኢትዮጵያ ልማት ባንክ
36	ሆኛ ፎርአል
37	ትራንስፖርትና መገናኛ ሚኒስቴር
38	ገለግዚአብሔር ተስፋዮ የሀገር አማካሪ
39	ጪስ አባይ ኃ/የተወሰነ የግል ክ/ባንያ
40	ኢትዮጵያ ንግድ ሥራ ኮሌጅ
41	ሌክሪክር ኢትዮጵያ
42	ሆቴል ኮንኮርድ
43	ዳሽን ባንክ
44	IGAD/GEWRN
45	ኢ.መ.ባ.ማዕ/መሣ/ ጥገና ዋና ክፍል
46	ሃይዌይ ኢንጂነርስ ኤንድ ኮንስትራክሽን ኃ/የተወሰነ የግል ማህበር
47	አዲስ አበባ ቀለ ህይወት ቤ/ክ ጽ/ቤት
48	ኢትዮጵያ ኤሌክትሪክ ሐይል ኮሪያ
49	ተፈጥሮ ውጪ ምርትና ገበያ ድርጅት / ሜድሮክ
50	ኮኔክሽን ኢሜልና የጽህፈት አገልግሎት
51	ሳብሪን ኢምፕሎይመንት ኤጀንሲ
52	አዲስ አበባ ውሃና ፍሳሽ ባለሥልጣን
53	አዲስ አበባ ውሃና ፍሳሽ ባለሥልጣን /አዲስ ከተማ ትርጉሚያ/
54	ሚና ትሬዲንግ
55	ዘውዲቱ መታሠቢያ ሆስፒታል
56	ካኦ ጂጂ የምግብ ኮምፕሌክስ ኃ/የተወሰነ
57	አዲስ ሕይወት ት/ቤት
58	አዋሽ ባንክ አ/ማ

59	ትምህርት ለልማት ማህበር
60	ደብዳቤ ሊንተርናቸላ
61	ብርሃን ሀላፊዎች ሕንጻ ተጽራክ
62	አሮጌያ ፕራግማንት ቢሮ
63	ቅድስት ማርያም ዩኒቨርሲቲ ኮሌጅ
64	አስያ የሕዝብ ት/ቤት
65	አበበች ጉበና የሕፃናት እንክብካቤና ልማት ድርጅት
66	አ.ቤ. ሀም. ሊንተርፕራይዝ ኃ/የተወሰነ
67	ሕዝብ ተወካዮች ምክር ቤት
68	የኢትዮጵያ ኢርፖርቲቭ ድርጅት /ሀ-ሰት/
69	አቃቂ ቃሊቲ ከ/ከ የሥራ አስ/ጽ/ቤት
70	የምስራች ድምጽ መገናኛ አገልግሎት
71	ፌዴራል ጤና ጥበቃ ሚ/ር ጤና መረጃ
72	ኢትዮጵያ ቱሪዝም-ኒኬሽን አ/አ ዞን ጽ/ቤት /ሲቪላይዝሽን/
73	አዲሲ አበባ ንግድና የዘርፍ ማህበራት ም/ቤት
74	ሳባ ኢንጂነሪንግ
75	አዲስ አበባ ዋናው አዲት መ/ቤት
76	ሳሚ የጽ/መሣሪያዎች
77	ቤተመንግስት አስተዳደር
78	የኒኮ ኮንስትራክሽን ኃ/የተ/የግ/ማ
79	ማህል ትራንስፖርት
80	አዲስ ከተማ አስ/ጽ/ቤት
81	ትዳሱ ጳውሎስ ቲቪ አስፒራላይዝድ ሆስፒታል
82	አዲስ አበባ አትላንቲክ መከማቻ ማዕከል
83	አንበሣ የከተማ አውቶብስ አገልግሎት
84	ቅ/ማ/የ/ከ የርቶት ትምህርት ክፍል
85	አዲስ አበባ የመኪና ኪራይና ሽያጭ
86	ኢትዮጵያ መንገዶች ባለሥልጣን
87	ኤስ ኤስ ባገርሽ
88	ኤስፕረስ ትራንዚት
89	A/B S.C.

90	የሥራና ከተማ ልማት ሚ/ር የግንባታ ሥራዎች
91	ታላቁ ገ/ሀይወት ድርጅት
92	ድራጃዊ ጨርቃ ጨርቅ ፋብሪካ ት/ አ.አ.
93	ገጃ ቃላህይወት ቢ/ክርስቲያን
94	ቲርቆስ ከከተማ ገቢዎች መምሪያ
95	የኢትዮጵያ ብረታብረት ማትላጫ ፋብሪካ
96	ብሉ/የዓሣ ምርምር ማዕከል
97	ሬዲዮ ፋና
98	እንጨት መሠንጠቂያ / መገጣጠሚያ ድርጅት
99	ሀይወት እርሻ መከማቻዎች ኃ/የተ/የግ/ማ
100	ኤ/መ/ማ/አ/ድ
101	አዲስ አበባ ዩኒቨርሲቲ የህግ ፋኩልቲ
102	ማማ የረር
103	መከላከያ የመጀ/ያ/ት/ቤት
104	በስ ኢንጅነሪንግ
105	ሳሊም ኃ/የተ/የግ/ማ
106	ኢትዮጵያ የሲቪል ሰርቪስ ማህበር
107	ደን እጽዋት አቅርቦት ማሻሻያ ፕሮግራም
108	ሚድሮክ ጉልድ ኃ/የተ/የግ/ማ
109	ጥበብ አታሚዎች ትራጂንግ ኃ/የተ/የግ/ማ
110	ትረስት የጥበቃና የሰው ኃይል አገልግሎት ኃ/የተ/የግ/ማ
111	የካ ሊንተርናቸላ ፒ ኤል ሲ
112	ሳትካን ኮንስትራክሽን
113	ዜድ ኃ/የተ/የግ/ማ
114	ዋልያ ቆዳ ማለስላሻ ኃ/የተ/የግ/ማ
115	ሊንተርናቸላ ኮምፒውተር ት/ቤት
116	አበጋሊያ ባንክ
117	አገር አታፍ ፈተናዎች ድርጅት
118	ራህማ ጄኔራል ትራጂንግ
119	ኢንፎርሜሽን ሲስተምስ ትራጂንግ
120	ጡጭ ጉዳይ ሚኒስቴር

121	መጣቶችና ስፖርት ጉዳይ ማ/ር
122	ዋቢ የጽ/መርጃና ማሰልጠኛ
123	ብሔራዊ መረጃና ደህንነት አገልግሎት
124	ፕሮግራም አገልግሎት ማብረሰናይ ድርጅት
125	አበባው አታላይ ጠት/ሥራ ተቋራጭ
126	ሀገር መከ. ማ/ር ለጂኦቴክኒክ መምሪያ
127	አዲስ ከተማ ከ/ከ አስ/ጽ/ቤት
128	የኢትዮጵያ ልማት ባንክ
129	ንፋስ ስልክ ከ/ከ ህብረት ሥራ ማህበር
130	ካታር የሰሙናና ዲተርጀንት ኢንዱስትሪ
131	የሙ ቢዝነስ ሴንተር
132	ሚ-ለውጣቶች ፀረ-ኤድስ ማህበር
133	የሺመቤት የትርጉም ጽ/ቤት
134	ዳሽን ባንክ ልደታ ትርጉሚፍ
135	ጣና ኢንጂነሪንግ ኃ/የተ/የግ/ማ
136	ዑመር ሰሙተር ት/ቤት
137	መከላከያ መከላከያ ሰራተኛ
138	ኒያላ ኢንሹራንስ አ/ማ
139	አዋሽ ኢንተርናሽናል ባንክ
140	ዳሽን ባንክ
141	መታራሪያ ኮንስትራክሽን / ኢንጂነሪንግ
142	አምባሰል ንግድ ሥራዎች ኃ/የተ/የግ/ማ
143	አዲስ ከ/ከ/ከ መጣቶች ማ/አቶ ምክርና ፕሮግራም
144	ቶዳና የቶዳ ሙጢቶች ተከፍ. ኢንስቲትዩሽን
145	ማርታ ቢዝነስ ሴንተር
146	ትርስ ጥናትና ጥበቃ ባለሥልጣን
147	ን/ከ/ከ/ከ ተባቢ 03/04/05 አስ/ ጽ/ቤት
148	ኢትዮጵያ ንግድ መርከብ አ.ማ.
149	የሥራና ከተማ ልማት ማ/ር የግንባታ ሥራዎች ማስተባበሪያ
150	አዲስ አበባ ዩኒቨርሲቲ የንግድ ሥራ ኮሌጅ
151	አትክልትና ፍራፍሬ ልማት ድርጅት

152	መንጂ ስኳር ፋብሪካ
153	አንድ ኢት/ሮዝ
154	ዳግማዊ የህትመትና ማስታወቂያ ሥራ ድርጅት
155	ሚታ አቦ ቤራ ፋብሪካ አ.ማ
156	ሀይ ተክ የትርጉምና የጽ/ሥራ አገልግሎት
157	ሂናስ ቤተንባብና ፀረ-ኤድስ መረጃ ማዕከል
158	ዩኒቨርሲቲ የምግብ ኮምፕሌክስ
159	ዋስ ኢንተርናሽናል ፒ ኤል ሲ
160	ኢትዮጵያ ሲቪል ሰርቪስ ኮሌጅ
161	ገሀሣ በርሃ የጉምሩክ አስተላላፊ
162	UNMEE
163	ቤኒም ኢማካል ኃ/የተ/የግ/ማ
164	ፋል ትራይንግ
165	ሲግማ ኤሌክትሪክ ፒ ኤል ሲ
166	ለሎተር ሀውስ ኤክስፐርት ፕሮግራም
167	ታሊቲ አረጋውያን እንክብካቤ ተቋም
168	ደ/አ/ሕ/ደ/ማ/ጽ/ቤት
169	ኢትዮጵያ ነዳጅ ድርጅት
170	አዲስ ከ/ከ/ከ ተባቢ 10/11/12 አስ ጽ/ቤት
171	ራም ኮምፒውተር
172	ኢትዮጵያ መንገዶች ባለሥልጣን ማስመዝገቢያና ዋና ክፍል
173	ኤስ አይ ኤም
174	ፌዴራል ሥነ-ምግባርና ፀረ-መስና ኮሚሽን
175	ኮሚት ትራንስፖርት አ.ማ.
176	ጎስፒል ሚሽን ኢትዮጵያ
177	ደሀአዲግ ጽ/ቤት
178	ሲ.ቪ. ኤም
179	ሽቀጦች ጀምላ ንግድና አስመጪ ድርጅት
180	GTZ

ትድሰት ማሪያም ዩኒቨርሲቲ ዕለጅ
የሥራ ላይ ልምምድ ድርጅቶች ሥም
የመደበኛ ትምህርት ክፍል

ተቁ	የድርጅቱ ሥም	ምርመራ
1	ብርሃን ታየ	
2	አዳም መድኃኒት ቤት	
3	ዳሸን ባንክ አ/ማ	
4	ልደታ ክክ ፍዳኢ ልማ.ጽ/ቤት	
5	ኢት. ኢ.ሊ.ክትሪክ ኃይል ኮርፕራሽን	
6	ታደሰ ኃይተ.የግል ማህበር	
7	ኢት. ስ.ደ.ኢ.ት.ብ ማ/ር	
8	ኢ.አ ለረዘር ጉምሩክ	
9	ትም.መገናኛ ዘዴዎች ድርጅት	
10	ለምለም ፋርማሲ	
11	አቃቂ መለዋወጫ የእጅ መማሪያዎች	
12	ልጋ ኃይተ.ወሰነ	
13	ወጋገን ባንክ	
14	አባይ ምንጭ የገንዘብ ቁጠባና ብድር አገልግሎት ኃይ	
15	ቆማይሳ	
16	የካ.ክ.ክ 09/10 አሰራ ጽ.ቤት	
17	አዳል የጉምሩክ አስተላላፊ ድርጅት	
18	ሀገር መከላከያ ማኒፊቸር ክብ	
19	ሳሚ ቤትና የቢሮ አቃዎች ማምረቻ ድትጅት	
20	አዲስ ብድርና ቁጠባ ቋም	
21	ድራ ኃይላንድ ፍላጎር	
22	ኢት. ቤትና ባንክ አ/ማ ለሀገር ትርጉሚያ	
23	እራሻ ኃይተ.የግ.ማ	
24	ባሮ ኮንስትራክሽን	
25	ኢት.የውስጥ አዲተሮች ማህበር	
26	ኢት. ቱሊክሙ ኮርፕራሽን	
27	ኢ.አ ከተማ አንበሳ አቶቡስ አገደርጅት	
28	ኢት ነዳጅ ድርጅት	
29	ኢት. ብሔራዊ ባንክ	
30	ኢ.ሀ.አዲግ ጽ/ቤት	
31	ዳሸን ባንክ	
32	ኢት. ንግድ ባንክ	
33	ሸበሌ ትራንስፖርት አ/ማ. የገንዘብ ቁጠባና ብድር	
34	ረረሀ ትራንስፖርት	
35	ፌዴራል አገር ሙስጥ ገቢ ባለስልጣን	
36	ቤስት ፕላስቲክ ፍብሪካ	
37	ባቢሊ ድረት ጭነት ማመላለሻ	
38	ቲርቶስ ክክ.ጠ/10 ገቢ አወሳሰንና አሰባሰብ	
39	አዲስ ፍሬ የመገጽ/ቤት	
40	አዲሳል ኮንስትራክሽን ኃይተ.ወሰነ የግል ማህበር	
41	ኢት. መንገዶች ባለስልጣን	
42	ደምስ ዘውዴ የኮንስትራክሽን/አስተዳደር	
43	አውድ ኃይተ. የግል ማ/ር	
44	ኮሚት ትራንስፖርት	

ትድሰት ማሪያም ዩኒቨርሲቲ ዕለጅ
የሥራ ላይ ልምምድ ድርጅቶች ሥም
የመደበኛ ትምህርት ክፍል

ተቁ	የድርጅቱ ሥም	ምርመራ
45	ቲጂ ግሪን ላንድ ጄኔራል ትራንስፖርት	
46	ትድሰት ማሪያም ዩኒቨርሲቲ ዕለጅ	
47	በኢ.አ አስመጪና የድረት ጭነት ትራንስፖርት	
48	ፌዴራል አገር ሙስጥ ገቢ ባ	
49	ኢት/ ትርስ ባላአደራ ማ/ር	
50	ፍልውሃ አገልግሎት ድ.	
51	ዳሸን ባንክ አ/ማ	
52	አራዳ ክክ ቀበሌ 03/09 ገቢ አወሳሰን/አሰባሰብ	
53	ኢት ንግድ ባንክ ጉፋ ት.	
54	ሀ/ሚካኤል ኃይተ.የግ.ማ	
55	ራዝማታዝ ክለብና ራስተራንት	
56	ኃ/ሚ ኃይተ. የግ. ማ/ሀ	
57	ኃ/ሚ ኃይተ. የግ. ማ/ሀ	
58	ዓ.ወ.ኤ.ወዳ የጉዞ መኪራ	
59	ዘፍመሽ ኃይተ.ወ የግል ማ/ር	
60	ሆቴል ዲ ሊኦፓል	
61	እርሻ መሳ/ቱክ / አገልግሎት አ/ማ	
62	ኢት ኮርያ ዘማች ማ/ር	
63	ጠ/ሮ በለጥሻቸው የሕዝብ ጤና ጣቢያ	
64	ማዕከላዊ ስታቲስቲክስ ኢጄንሲ	
65	ወደ ኢመዶ የንግድ ድርጅት	
66	ኢት ሆቴሎች ድርጅት	
67	ጥበቡ ጠትላላ ሆስፒታል	
68	ሜድሮክ ፋውንዴሽን	
69	ግርማ ኃይተ.ወ ሥራዎች ድርጅት	
70	አለምገና ወረዳ ገንዘብና ኢኮኖሚ ልማት ጽ/ቤት	
71	ተፈጥሮ መጫ ምርትና ገቢያ ድ.	
72	ማህበራዊ ጥበትና ኢጄንሲ	
73	ኢት ቱሊ ኮሚ. ኮርፖሬሽን	
74	ወደ ኢመዶ የንግድ ድ.	
75	ሜጋ ማተሚያ ኢንተርፕራይዝ	
76	ዳሸን ባንክ	
77	ኢት ንግድ ባንክ	
78	ጮራ የጋዘና ኢሚክል ሙጤቶች ማምረቻ ፋብሪካ	
79	ዳግማዊ ማኒፊክ 2ኛ ደረጃ ት/ቤት	
80	ኢት ቆዳ አ/ማ	
81	ሳትኮን ኮንስትራክሽን	
82	በላይ ዘለቀ ቁ.2 መዳ ት/ቤት	
83	ሳትኮን ኮንስትራክሽን ኃይተ. የግል ማ/ር	
84	የኢት አህል ንግድ ድርጅት	
85	ሙሉጌ ኃይተ. የግ	
86	ኢንፎኔት ቱክናሎጂ ኃይተ. የግል ማ/ር	
87	ኢት ቱሊ አራዳ ትርጉሚያ	
88	ስታር የሰውና ዲተርጅንት አንድ ኃይተ.	
89	ዳሸን ባንክ	

ቅድስት ማሪያም ዩኒቨርሲቲ፣ ኮሌጅ
የሥራ ላይ ልምምድ ድርጅቶች ሥም
የመደበኛ ትምህርት ክፍል

ቀቁ የድርጅቱ ሥራ ምርመራ

90	ጥምር አበባራ የገንዘብ ቁጥብ 0 ሥማ	
91	ኢት. ንግድ ባንክ	
92	ቅድስት ማሪያም ዩኒቨርሲቲ ኮሌጅ	
93	ሳትኮን ኮንስትራክሽን ን የተ የግል ማ	
94	ግሪን ላይት	
95	አዲስ ሜታል ትሬዲንግ ድ	
96	ኪያሜድ ንርሲንግ ኮሌጅ	
97	ፌዴ የመጀመሪያ ደረጃ ፍ/ ቤት	
98	ኢት. ፖስታዎች ድርጅት	
99	ዓለማየሁ ከዳኔ ከትላላ የልብስ ስፊት ድርጅት	
100	ቲጂ ግሪን ላንድ ጄነራል ትሬዲንግ	
101	የካሳ/ሰ መሬት አስተዳደር	
102	ፒናኮ ኒድል አይለድ	
103	ጂቢ ኢስ ጆኔ ኮ የተወያዘል ማ	
104	ተዐላ ኃይሉ አጠቃላይ አስመልክ	
105	ዳሸን ባንክ	
106	ሆቲል ዲሊአፖል ኢንተ	
107	ሜን ማተሚያ ትንተ / ዝ	
108	አንበሳ የከተማ አ/አ ድርጅት/ ጄኔራል ትሬዲንግ	
109	32	
110	መካኒካ ታለ ሕይወት ቤዝ	
111	ቅድስት ማሪያም ዩኒቨርሲቲ ኮሌጅ	
112	ልዩ የገንዘብና አገዛ ተቋም	
113	ኢት. ንግድ ባንክ	
114	ፌዴራል ፖሊስ ሎጂስቲክስ አስተ. ማምሪያ	
115	አቢሲኒያ ባንክ	
116	መርካ ትሬዲንግ	
117	ጂቲ ዜድ	
118	ጉጅ ኢንጂነሪንግ	
119	ጌጃ ታለ ሕይወት ቤዝ	
120	ዶርጋጨፌ ቡና አምራች ዝማ	
121	አቢሲኒያ ባንክ አማ	
122	ድሬደዋ ጨርቃጨርት ፋ.ጽ/ቤት አ/አ	
123	ጤና ጥበቃ ሚዢ	
124	ፈለገ ብርሃን ት/ቤት	
125	አበበው አታላይ ጠተ/የኮንክሪት/ሥራዎች ድርጅት	
126	አክሲዝ ቀበሌ01402 003 ዝ/ዎች ጽ/ቤት	
127	ፌዴሬሽን ምክር ቤት	
128	ሴንሲቸን ሚማ ፋ	
129	ወይድ ገበየሁ አስመላኪ ንግድ ድ	
130	አዲስ ከተማ ካሊ ተብሊ 04/05 አስ/ጽ/ቤት	
131	አዋሽ ኢንተርናሽናል ባንክ	
132	መካነ ፍሥሐ የሕክምና ማዕከል	
133	ኢት/ቲሊ ኮርፖሬሽን	
134	መሊናታ አስተባባሪ የተዘጋጀ ወኪል	

ቅድስት ማሪያም ዩኒቨርሲቲ ኮሌጅ
የፖራ ላይ ልምምድ ድርጅቶች ሥም
የመደበኛ ትምህርት ክፍል

ተቀፂ ሆይርጅቱ ለግም ምርመራ

135	ኢጋሮ ሜድ ብድክ ሆኖ የተወሰነ የግል	
136	ዶርጋ ጨፌ ቡና ገበሬዎች ህ/ሥማ	
137	ዳሽን ባንክ እ.ማ	
138	ወጋገን ባንክ	
139	ሀ/ሊስ የቋንቋ ት/ቤት	
140	ኢት. ኢ.ሊ.ትሪክ ኃ. ኮ ሰበታ ዲስት	
141	አቃቂ ቃሊቲ ክ.ክ ፋይናስ እናኢኮኖሚክ ልማት ጽ/ቤት	
142	ዶርጋ ጨፌ ቡና ገበሬዎች ገ/ሥ ዩኒየን	
143	ሀገር መከላከያ ሚኒስቴር የሙዚቃ ባንድ እና ትምህርት	
144	ሜድሮክ የወርቅ ማዕድን	