

Addis Ababa University  
School of Graduate Studies  
College of Education and Behavioral Studies

Factors Affecting the Implementation of Cooperative  
Training in Some Selected Technical and Vocational  
Education and Training Institutions of Tigray Region

By  
Teklehaimanot Gared Kahsay

A Thesis Submitted to the School of Graduate Studies of  
Addis Ababa University in Partial fulfillment of the  
Requirements for the Degree of Master of Arts in  
Management of Vocational Education

June 2011  
Addis Ababa




Addis Ababa University  
School of Graduate Studies

Factors Affecting the Implementation of Cooperative  
Training in Some Selected Technical and Vocational  
Education and Training Institutions of Tigray Region

By

Teklehaimanot Gared Kahsay

Approved by the board of examiners

Board of examiners	Signature	Date
1. <u>Walter Tekonnen</u> Chairman, Department of Graduate Committee	<u></u>	<u>20 July 2011</u>
2. Dr. Wanna Leka Advisor	<u></u>	<u>20 July 2011</u>
3. Dr. Getachew Adugna Examiner	<u></u>	<u>20/07/11</u>

## *Acknowledgments*

*First of all, I would like to thank Wanna Leka (Ph.D), for his invaluable guidance and professional assistance he gave me throughout my thesis work. Without his constructive comments and suggestions, the completion of my thesis would have been very much in doubt.*

*My thanks go to the staff members of such institutions as Adigrat SDC, Axum SDC, Korom SDC, Shire SDC, and Wukro TVET for their willingness in providing the necessary information for the study.*

*I would like to extend my thanks to the personnel of the UNESCO, Ministry of Education, and Addis Ababa University libraries for their participation in providing me with various reference materials.*

*My thanks are also extended to Berhe Gedeon, Kindhafti Debesom, G/MichaeG/slasie, and Hintsu G/Medhin, who in one or another contributed to the success of the thesis.*

*Finally, my special thanks are due to Abeba Aregay for word processing my work.*

## Tables of contents

<b>Title</b>	<b>Page</b>
Acknowledgments-----	i
Table of Contents -----	ii
List of Tables-----	v
Acronyms and Abbreviations-----	vi
Abstract-----	vii

### Chapter One

Introduction-----	1
1.1. Background of the Study -----	1
1.2. Statement of the Problem-----	4
1.3. Objective of the Research-----	5
1.4. Significant of the Problem-----	6
1.5. Delimitation of the Study -----	6
1.6. Limitation of the Study-----	7
1.7. Operational Definition of Terms-----	7
1.8. Organization of the Study-----	7

### Chapter Two

Review of related literature-----	8
2.1. Definition of Cooperative Training-----	8
2.2. Advantage of Cooperative Training-----	9
2.3. General Objectives of TVET on Cooperative Training-----	10
2.4. Specific Objectives of TVET on Cooperative Training-----	11
2.5. Delivery of Cooperative Training-----	11
2.6. Cooperative TVET Training for Self Employment-----	13
2.7. Vocational Guidance and Counseling towards Cooperative Training-----	13
2.8. The Responsibility of Vocational Counselor towards Cooperative Training-----	14
2.9. Cooperative Training and Trainers-----	15

Title	page
2.10. Trainees and Duties on Cooperative Training-----	15
2.11. Benefits of Cooperative Training to the Government-----	16
2.12 Cooperative Training an Out come-based Approach-----	17
2.13 Cooperative Education and Trainees-----	19
2.14 Cooperative Training and Employment-----	19
2.15 Cooperative Training and Institution-----	20
2.16 Effectiveness of Co-operative Education Program-----	20
2.17 Phases of Cooperative Training in Ethiopian-----	21
2.17.1. The Preparation Phase-----	21
2.17.2. The Implementation Phase-----	21
2.17.3. The Monitoring and Evaluation Phase-----	22
2.18. Other Countries Experience on CT-----	22
2.18.1 The German Cooperative Training System-----	22
2.18.2 The Cooperative Training System in the Philippines-----	24
2.18.3 The French TVET System-----	25
2.19. Lessons Learned from other Countries Experiences-----	26
2.20. Implementation of Cooperative Training in Ethiopia-----	27

### **Chapter Three**

Research Design and Methodology-----	29
3.1 Methodology of the Study -----	29
3.2. Sources of Data-----	29
3.3. Sample Size and Sampling Techniques -----	29
3.4. Instruments of Data Collection -----	30
A. Questionnaire-----	30
B. Interview-----	30
C. Documentation-----	30
D. Observation -----	31
3.5. Procedures of Data collection -----	31

Title	Page
3.6. Methods of Data Analysis-----	31

#### **Chapter Four**

Presentation, Analysis and Discussion-----	32
4.1. Characteristics of the Respondents -----	32

#### **Chapter Five**

Summary, Conclusions, and Recommendations-----	62
5.1. Summary of the Findings-----	62
5.2. Conclusions-----	63
5.3 Recommendations-----	64
Bibliography-----	66

#### **Appendices**

Appendix i. Questionnaires of TVET trainees-----	
Appendix ii. Questionnaires of TVET Trainers-----	
Appendix iii. Questionnaires of TVET v/counselors-----	
Appendix iv. Questionnaires for trainees Translated-----	
Appendix v. Questionnaires for Trainers Translated-----	
Appendix vi. Questionnaires for vocational counselors Translated-----	
Appendix vii. Interview for out-come based coordinators -----	
Appendix viii. Interview for CT providing organizations-----	
Appendix. ix Observation Check list of TVET institutions and organizations----	
Appendix. xi List of CT providing organizations-----	

<b>List of Tables</b>	<b>page</b>
Table1. Characteristics of the Respondents by Age, Gender, Qualification, Years of service...-----	33
Table 2.Level of trainees, upgrading, pedagogical training and distance during CT----	34
Table3. Convenience of the Implementation of Cooperative Training -----	35
Table4. Appropriateness and Access of Materials, Machinery during CT - -----	37
Table5. Concerning Placement of Trainees to Organizations for CT-----	39
Table6. The role of Vocational Counselor regarding-----	41
Table7. Stakeholders' Participation in CT -----	43
Table8. Awareness of Stakeholders to CT-----	45
Table9.The Relevance of Program and Curriculum on CT -----	47
Table10. Regarding Qualified Supervisor assigned in Organizations during CT-----	49
Table11.The existence of well equipped and competent trainees after CT is completed	51
Table12.The Provision of Financial Conditions during CT -----	53
Table13. The Availability of well Qualified and Competent Trainers -----	55
Table14. Trainees' Performance during CT -----	57
Table15. Regarding Work ethics of Trainees during CT. -----	59



## Acronyms and Abbreviations

<b>CT:</b>	Cooperative Training
<b>CoC:</b>	Center of Competence
<b>ETP:</b>	Education and Training Policy
<b>FR.:</b>	Frequency
<b>NTVETS:</b>	National Technical and Vocational Education and Training Strategy
<b>NOC:</b>	National Occupational Certificate
<b>NOS:</b>	National Occupational Standards
<b>REB:</b>	Regional Education Bureau
<b>SDC:</b>	Skill Development Center

### ***Abstract***

*The main purpose of the research was to assess the factors affecting the implementation of cooperative training in some selected TVET institutions of Tigray region. In order to achieve this purpose, basic questions were raised that were intended to address the implementation of cooperative training. To achieve the purpose of the study descriptive survey method was employed. There are 26 TVET institutions in the region. These TVET institutions were grouped in to seven based on the type of training they provide and from among the 15 TVET institutions which provide training in industrial, business, and construction fields, Adigat SDC, Axum SDC, Shire SDC, Korom SDC, and Wukro TVET were selected and included in the study by using simple random sampling method. In the study trainees, trainers, vocational counselors, outcome-based coordinators, and organizations which participate in cooperative training were the respondents for the questionnaires and interviews. To investigate valuable information and to gather the required data questionnaires, interviews, document analysis and field observations were applied. The study came up with, among other things, that there is shortage of training facilities, a mismatch between the knowledge and skills included in the curriculum and what is needed in the actual work place, less awareness on the part of the cooperative training organizations, and the services being rendered by the vocational counselors are not satisfactory. Finally, on the basis of the findings, it was recommended that it is better for the regional TVET bureau to equip, as much as possible, the training institutions with the necessary facilities and materials. Moreover, training institutions should be better to establish strong relationships and create awareness to cooperative training providing organizations so as to solve their resource scarcity. Still it is advisable to assign vocational counselors and supervisors with the necessary professional preparation and experience in order to help trainees solve their personal, occupational, and life problems.*

## Chapter One

### Introduction

#### 1.1. Background of the Study

A comprehensive national Technical, Vocational and Educational Training (TVET) strategy is being approved and a new TVET proclamation prepared in 1994 which defined the implementation of cooperative training as a delivery mode for Technical and Vocational Education and Training (TVET). As part of the reform, the strategy anticipates that the public and private sectors will join in a partnership to deliver cooperative Training (CT). The CT brings TVET institutions and enterprises together with training taking in both venues: in the school environment and the place of work. The CT model is found in countries all over the world especially in Germany (dual TVET system), Japan, India, Philippines, France, Australia,... bringing enterprises into the training process promises to improve the relevance of the training offered to market needs ( MoE, 2007:5).

The Ethiopian TVET system will be outcome-based with competencies certified by an independent testing body, which is Center of Competency (CoC). This body evaluates the trainee's without consideration of the actual learning and training process which is conducted in the TVET institutions. By using CoC evaluation method, one can easily compare CT outcomes with the traditional formal training processes. In outcome-based TVET system, all training providers (TVET institutions) entered into competition by testing trainees and certifying their ability to meet the Ethiopian occupational standards (EOS) which is set by employers. This standard is strengthened using CT.

The Federal Democratic Republic of Ethiopia (MoE, 1994:16) has 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 stipulated the provision of middle level technical and vocational training in areas of different sectors to students that have completed grade 10 and dropouts at different class levels, given non-formal training and then placed to work to eradicate poverty from the country and to strengthen the living standard of the citizens. National Technical and Vocational Systems (NTVS), therefore, need to develop the knowledge and skills that will help the

work force to become more flexible and respond to the needs of local labor markets, while competing in the global economy (UNESCO, 1979:82).

As economic, social, and technological change gathers pace, people everywhere need to develop their knowledge and skills on a continuous basis so that they can live and work meaningfully in the advanced society. Education and training contribute to an individual's personal development, increase her/his productivity and incomes at work, and facilitate every body's participation in economic and social life. It follows that education and training can also help individuals to escape poverty by providing them with the skills and knowledge to raise their output and generate income. Investing in education and training is therefore an investment in the future; knowledge and skills is the engine of economic growth and social development (UNESCO/ILO, 2002:2).

There exist a number of different approaches to CT. They differ in their legal frame work, mode of cooperation between enterprise and the organizational set up and the concept of training delivery and training staff. Furthermore, this could be come in to a reality by the strong application of cooperative training program (CTP) which has been viewed by many educators and policy makers as a viable option for the preparation of trainees for real work force. ( Smith, 2005:27).

Cooperative TVET training is a mode of training which should be provided in partnership between the training center and the organizations. Usually, the bulk of practical training takes place in an enterprise while theory and initial practical exposure is provided by the TVET institutions. In more advanced TVET systems, work-based learning makes the transition to career very easy after their graduation (Girma, 2010:108).

The CT is facilitated in both training centers and enterprises. The theoretical classes are 30% and practical work is 70%.The practical work is given collaboratively some what in the training center and the real work area (organization) .In the training center the practical work includes project work which is very important to scale- up their competency in the field of study. In CT Enterprises give a remarkable role for cost minimizations as well as increasing the efficiency and skill of the trainee to be competent and salable in the labor market. (MoE, 2007:12). To meet the objective of TVET reform, currently trainees are assigned to different organizations (enterprises) tailored with the curriculum to

develop matching skills between trainees of different TVET schools acquire practical skills and provide a good opportunity keep up with the ever changing nature of technology.

Trainees are exposed to the world of work and learn the occupational practices in real life situation. TVET institutions have implemented cooperative trainings in different CT offering organizations. According the TVET Strategy of Ethiopia (MoE, 2008), CT is a relatively cost effective model of training that yields suitably skilled professionals for the world of work. It provides a good opportunity for updating standards and curriculum in keeping with the ever changing nature of technology .The CT presents an approach tailored to meet the objective of the TVET reform of Ethiopia.

A critical issue for technical and vocational planners and managers is how to train individuals for further job on the basis of information covering past and present labor markets. Except few cooperative training institutions, others depend upon some sort of grants, subsidies or contributions from external agencies. Financially dependent institutes often become complacent as the budgeted amount tends to come to them irrespective of their contribution to the movement. However, according to Atchoarena and Delluc (2002:15), technical and vocational education systems are everywhere facing the challenges to prepare sufficient number of people with the right skills to meet labor market demands .Matching skills, knowledge, attitudes and the needs of employment is increasingly challenging in the current perspective of globalization and radical technological change due to the constant transformation of occupations and this can become valid through CT.

Cooperative training encompasses all form of training conducted jointly by TVET institutions and enterprises. The training takes place alternatively in the school environment and in the real life of the work place .Most of the training occurs in the enterprise where practical skills and applications of theory take place. The trainees go to TVET institutions for only limited period of time, to acquire theoretical knowledge and basic skills in the specific area (Girma, 2010:108).

Cooperative TVET training is a mode of training which should be provided in partner ship between the training center and the organizations. Usually, the bulk of practical training takes place in an enterprise while theory and initial practical exposure is provided by the TVET institutions in more advanced

TVET system available form of work-based learning in the public schools in making the transition to career development (MoE, 2007:11).

Cooperative education programs are the most commonly effective way of applying practical work in coordinating between intuitions and enterprises (Girma, 2010:108).

CT was formulated as a policy in 2004 with the basic prerequisites of CT and applied in 2008. It is a new approach of accommodating knowledge. The application of the CT faced many problems in the enterprises as well as in the TVET institutions. It is difficult to achieve the goal of CT. Thus, it is imperative and timely to look into challenges that hinder the application of CT.

In this regard, a research is conducted on Factors Affecting the Implementation of Cooperative Training in Some Selected TVET of Tigray Region and suggesting some alternative recommendations on the findings.

## **1.2. Statement of the Problem**

The overall objective of the National TVET Strategy is to create a competent, motivated, adaptable, and innovative work force in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all in need of skills development (MoE, 2006:10).

Since TVET system in general and particularly cooperative training is relatively a new endeavor in Ethiopia, the process of implementation is not to be an easy task where there is insufficient materials, financial shortage, incompetent manpower and employers. Organizations in the past never offered cooperative training; they were not in a good position to utilize the existing resources more wisely mainly due to lack of awareness and incompetence.

It is desirable to have a thorough study on the implementation of the CT program. This study tried to discover the nature of the problem and conducted analysis of problems, failure and success, and identified the critical problems which need to be solved through change of strategies, planning and policy statements, and making careful follow-up. Accordingly, the primary objective of this study is to

investigate the problems encountered in the process of implementing cooperative training in Tigray Region in the selected TVET training institution. The study focused on the trainees 2008/2009 and 2009/2010 entry who are now attending the theoretical part in the TVET institutions and the practical work in different CT providing organizations. More specifically, the study is intended to answer the following basic questions.

1. What are the challenges encountered in applying cooperative training in the region?
2. To what extent is the collaborative work facilitated in training institutions and CT providing organizations to implement the cooperative training?
3. To what extent is the curriculum applied in the training institutions relevant to cooperative training offered in organizations?
4. What is the role of vocational guidance in facilitating cooperative training?
5. Are the trainees well equipped in practical skills and competent to work after completing the cooperative training?

### **1.3. Objectives of the Study**

The main objective of the study was to identify the factors affecting the implementing of cooperative training program in some selected TVET institutions of the Tigray region.

More clearly, the study tries:

- to investigate the factors that affect the implementation of cooperative training program in the training institutions and the CT providing organizations;
- to compare the curriculum given in the training institutions with what is applied in the organizations where CT is conducted;
- to check whether the trainees are well equipped in practical skills and competent to succeed in the real work after completing the cooperative training;
- to identify the role of the vocational guidance in relation to cooperative training;
- to evaluate the availability of facilities and materials in the institutions and CT providing organizations to implement CT

#### **1.4. Significance of the Study**

Since cooperative training is part and parcel of the modular training, the success in implementing the program helps to come up with the intended profile of lower and middle level qualified human labor in various trades. However, from the experience seen and observed in facilitating the cooperative training, there are many problems that hinder the successful implementation of the program, which in return affects the overall quality of the training and makes impossible to produce competent and saleable labor force. Hence, conducting the study to identify the problems pertaining to cooperative training is crucial and timely and will have the following contributions.

- Revealing the implementation problems, the study may alert policy makers, curriculum designers, and other concerned stakeholders to strive for the appropriate implementation of the CT;
  
- It may help to create awareness among stakeholders, planners, implementers, and trainees about the application of CT;
- It may suggest solutions and adjustments for the problems under investigation and provide an alternative approach regarding the program;
- It may help to portray the economic and social benefits of CT program for training provider institutions and organizations;
- It may inform TVET institutions, CT offering organizations, and Tigray TVET bureau officials about the conditions that need to be rearranged in the application of CT;
- This study may serve as a stepping stone for other researchers that wish to study on issue in-depth.

#### **1.5. Delimitation of the Study**

In order to have comprehensive information on the issue of the implementation of CT program in the region, it should have included all the governmental and private institutions found in the region. However, since it is a descriptive study and for the sake of making the research manageable, the study confines itself to only five governmental training institutions where cooperative training program is being implemented namely:- Adigrat SDC, Axum SDC, Shire SDC, Korom SDC, and Wukro TVET Center. In addition, the study includes only trainees who entered in the years 2008/ 2009 and 2009/2010. Still it is limited to 2<sup>nd</sup> and 3<sup>rd</sup> year trainees of levels three and four where CT is currently being conducted. Moreover, since there are various fields of study offered in TVET institutions, the

focus of this study is delimited to the regular programs. The fields of study selected for the study were only three departments from each sector-industrial, construction, and business

### **1.6. Limitations of the Study**

In the course of conducting the study, the following factors were found to be the major challenges.

- The result of the study is generalized based on the information from only the five TVET institutions.
- Acquiring relevant reference materials which are related to the topic was very difficult.
- Because CT providing organizations and TVET institutions are found at different locations, the researcher faced time and financial constraints in his endeavor to obtain the necessary data.

Although the above mentioned problems made the study difficult, the researcher has made every effort possible to overcome the problems by searching for references from the internet, the nearby libraries, and friends who are in a position to render assistance and as much as possible went to all the sites to gather first hand information and finally accomplished the study.

### **1.7. Operational Definitions of Terms**

**Enterprise-based training:** refer to those phases of the training which trainees spend in an enterprise. Enterprise-based training may take place as part of cooperative training, or it may be the only form of training a trainee receives a skill. If a trainee is trained exclusively in an enterprise, this is called enterprise training.

**Organization:** means a production, trade or service rendering institute selected by the TVET institutions to provide CT.

**Outcome-based training:** competencies certified by independent testing body according to the Ethiopian occupational standards without considering of the actual training process.

### **1.8 .Organization of the Study**

The study is organized into five chapters. The first chapter which is the introductory part deals with the problem and its approach. The second chapter is review of the related literature where the theory base of the problem is revealed. The third chapter treats the methodology part. The fourth chapter deals with presentation, analysis, and interpretation of the data. The fifth and the last chapter contains summary of the findings, conclusions, and recommendations of the study. Finally, list of reference materials and papers containing important information were annexed in the appendices.

## Chapter Two

### Review of the Related Literature

#### 2.1. Definition of Cooperative Training

**Cooperative training** is training provided in cooperating between employers (i.e. systematic training at a specific workplace/in the work process/workshop) and a TVET institution (i.e. classroom, laboratories, and workshop). Cooperative training usually takes the form of training at a (public, non-public or NGO) TVET institutions for part of the time, and at an enterprise (apprenticeship/internship) for the remainder of the school year, i.e. training that takes place alternately in a school environment and in the real-life environment of the workplace. Partners in cooperative training are the trainees, TVET institutions and enterprise. (MoE, 2007:12).

Cooperative training (Enterprise training and enterprise-based training) refer to those phases of the training which trainees spend in an enterprise. Enterprise-based training may take place as part of cooperative training, or it may be the only form of training a trainee receives a skill. If a trainee is trained exclusively in an enterprise, this is called enterprise training. Unlike in most developed countries, a significant amount of initial training in Ethiopia is done in enterprises. However, enterprise training cannot be regulated by the government. Enterprises may choose to apply for accreditation for training but beyond that, they alone are responsible for training.

In the course of cooperative training, the training process in the enterprise is linked to a TVET institution/college in order to ensure that training leads to the achievement of competencies specified in the occupational standards. The framework outlined in this document applies only to cooperative training. Cooperative training can take place in public, non-public and NGO TVET institutions, in public and private enterprises, and in micro, small, medium-scale and large enterprises from the formal or the informal economic sector.

Cooperative training encompasses all form of training conducted jointly by TVET institutions and enterprises .The training takes place alternatively in the school environment and in the real life of the work place. Most of the training occurs in the enterprise where practical skills and applications of

theory take place. The trainees go to TVET institutions for only limited period of time, to acquire theoretical knowledge and basic skills in the specific area (Girma, 2010:108).

Cooperative education is a structured method of combining academic education with practical work experience (Barton, 1996:113).

There is a need for broader definition of CT acceptable models for integrating work and learning. Barton (1996) and Wilson et al. (1996) identify a variety of work-based learning activities taking different names: co-op, internships, externships, apprenticeship, career academies, etc. Work-based learning programs should look for connections and develop collaborative relationships. The alternating and parallel co-op models may not meet the needs of returning adult students and dislocated workers needing retraining (Varty 1994:39).

Cooperative TVET training is a mode of training which should be provided in partner ship between the training center and the organizations. Usually, the bulk of practical training takes place in an enterprise while theory and initial practical exposure is provided by the TVET institutions in more advanced TVET system available form of work-based learning in the public schools in making the transition to career (Girma, 2010:109).

## **2.2. Advantages of Cooperative Training**

The major advantage of cooperative training delivery is its vicinity to the world of work. Trainees are exposed to the world of work and learn the occupational practice in a real life situation .TVET institutions have to operate cooperative trainings enhancing the required knowledge and skills benefited for the trainees and the society.

According to the Hand Book of Cooperative Training (ecbp, 2007:11-13), the advantage of the cooperative training program is stated as follows:-

- Trainees adopted the organization and provide emotional support, encouragement, directions and knowledge about the work place culture;
- Develop work ethics and work attitudes and theoretical comprehension of the occupational requirements;

- Benefited with the latest technology;
- Organizations prepare trainees to work and leads to employment after graduations;
- Organization benefited with cheap man power;
- Cost sharing for training materials and institutions need not invest in sophisticated machinery periods and training;
  
- Prepare trainees knowledge skills competent to market;
- Produce salable skill man power;
- Create relation ship between the organization and the training center;
- Trainees have an opportunity to learn all the required work based skills during the course of the program.

According to Hand Book of Cooperative Training (ecbp, 2007:11-13), offering CT is a partnership activity and CT is a practical training through guided instructions. However, some disadvantages that hinder enterprise participation in the application of CT are Disturbance of production while the trainer's time is spent on training and lack of quality in production as a new trainee learns how to do the job. Lower productivity is produced while the trainee is acquiring new skills as well as additional time is spent in supervising the training. CT providing organizations are suffering more; production equipment may be damaged or improperly handled by inexperienced trainees. Further more; additional equipment is needed for training in order not to disturbed regular production and accident insurance for trainees is needed .Most CT providing organizations are not willing to accept trainees for practical training because long training periods, up to three years may make enterprise participation costly to cover the expense of the additional materials and the supervisor's salary.

### **2.3. General Objective of TVET on Cooperative Training**

The general objective of the framework of cooperative training which is integrated into the overall reformed of Ethiopian Technical and Vocational Education and Training (TVET) system. It is to serve as a basis for federal and State TVET bodies to: - create awareness about cooperative training, seeking the dialogue with employers on the advantages of cooperative training and creating a climate of mutual trust between the world of education, training, and the world of work in order to pave the way for cooperation. It takes also decisions regarding the implementation of cooperative training, develop

appropriate guidelines for the implementation of cooperative training, and promote cooperative training on the federal, State and institution level in accordance with the regional readiness of enterprises to participate in training and with regional labor market demand. (MoE TVET reform, 2004:12).

#### **2.4. Specific Objectives of TVET on Cooperative Training in Ethiopia**

Cooperative Training has its own specific objective in training the trainees to adapt the new technology and the real labor market.

According (MoE TVET reform, 2004), Specific objectives of the cooperative training

- To point out the importance of cooperative training in the Ethiopian context;
- To highlight the benefits of cooperative training for all stakeholders;
- To review selected other countries' experiences regarding cooperative training;
- To cooperative training, recommend procedures to integrate cooperative training into the reformed TVET system;
- To suggest models of interaction between the different stakeholders in cooperative training,
- To encourage stakeholders to start cooperative training;
- To emphasize the importance of developing incentive mechanisms for enterprises to participate in;
- To outline key steps for the implementation of cooperative training.

CT is an important activity that helps in keeping the workforce up to standard involving the stakeholders in all affairs such as accepting trainees for practical training and covering the cost of the training materials by providing cost sharing.

#### **2.5. Delivery of Cooperative Training in TVET**

According National Technical & Vocational Education and Training Strategy (MoE, 2008:31), the flexibility of TVET delivery also allows for a strengthening and further development and deepening of cooperative TVET (including apprenticeship training). Cooperative TVET training is a mode of TVET provided in partnership between enterprises and TVET institutions. Usually, the bulk of practical training takes place in an enterprise, while theory and initial practical exposure is provided by the

TVET institution. In more advanced TVET systems for instance in many European countries-cooperative TVET schemes are organized as formal apprenticeship training, implying a work or apprenticeship contract between the trainee and the Company (MoE, 2008: 30).

The major advantage of apprenticeship training (and more generally cooperative TVET delivery forms) is its vicinity to the world of work. Trainees are systematically exposed to the world of work and learn the occupational practice in a real life situation. Experience shows that this leads to significantly better training out comes, practical skills, work attitudes and theoretical comprehension of the occupational requirements. Furthermore, enterprises get to know the trainees, which often lead to employment after graduation. Through cooperative TVET schemes companies can also contribute to the further development of TVET system. (<http://www.twitter.com/cafeuzuri>).

Finally, apprenticeships and other forms of cooperative training tend to be more cost effective than school-based TVET, as TVET institutions need not invest in sophisticated machinery and training periods in the institutions will be shorter. At the moment, elements of cooperative TVET are included in the formal TVET program in the form of workplace internships of several months. This represents an important step forward in making the TVET system more relevant. However, Cooperative training should be deepened to fully utilize its advantages for the TVET system.

To this end, maximum flexibility is given to TVET providers to negotiate and develop relationships with individual employers, groups of employers or business/sector associations about the organization of cooperative delivery schemes. TVET providers will also be encouraged to venture into more agreements with small companies and the micro enterprise sector as these companies represent the target labor market for a large group of trainees. As a rule, providers will have the freedom to develop cooperative TVET program in accordance with specific needs and potentials of companies and trainees, as long as the training is oriented on the occupational standards and will enable trainees to achieve the necessary competences of a qualification or part of a qualification (MoE, 2004:12).

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

## **2.6. Cooperative TVET Training for Self-Employment**

Self-employment represents an important route into the labor market, especially in pre-urban and rural areas. However, self-employment requires more than being technically competent in a certain occupational field. In order to become successful, entrepreneurs need self-confidence, creativity, a realistic assessment of the market, basic business management skills and openness to risks. Starting a business, furthermore, requires access to finance, access to necessary permits and licensing, and access to land or structures to operate from. Against this background, basic entrepreneurial and business management training will be incorporated into all relevant TVET programs. The TVET authorities will provide assistance to TVET providers to develop appropriate training packages, drawing on the magnitude of international experience in this field. TVET providers are also encouraged to consider the work environment in the local micro and small business sector when designing their training programs (MoE, 2008:31).

According (Grubb and Villeneuve 1995) indicates that one of the attributes employers value most in newly hired employees is work experience. Cooperative education provides academic credit for career work. Cooperative education is taking on new importance in school-to-work transition, service learning, and experiential learning initiatives. This article explores the factors helping and hindering co-op at this moment in its history, examines how it is being reconceived to meet contemporary needs, and identifies implications for the broader school-to-work (STW) enterprise.

This includes, for example, the introduction and use of appropriate technologies and the organization of internships or cooperative training programs with micro and small enterprises.

The TVET executive bodies will also undertake initiatives to strengthen and raise quality in traditional apprenticeship training now cooperative training, as this mode of TVET delivery is particularly effective in preparing youth for self-employment. TVET institutions shall serve as centers of technology capability, accumulation and transfer. They shall closely cooperate with the private sector in undertaking problem-solving research programs (MoE, 2007: 35).

## **2.7. Vocational Guidance and Counseling towards Cooperative Training**

Increased attention will be given to vocational guidance and counseling to enable future trainees, in particular youth, to choose the right career and make full use of the initial and life-long learning

opportunities provided by the TVET system. Vocational guidance has to start at pre-TVET level. Accordingly, TVET institutions will also assign and train vocational guidance staff. They will cooperate with schools for early orientation of school leavers and with NGOs, stake holders, organizations and other relevant organizations to offer guidance to other local target groups. The vocational guidance staff at TVET institutions will be instrumental in facilitating the program and preparing youth for cooperative training. They will also be focal points in organizing self-employment support for TVET graduate (Agdew, 1975: 23).

The TVET authorities will develop a concept for the introduction of appropriate vocational guidance and counseling structures within the TVET system, including a system of aptitude assessment to support personal career choices.

## **2.8. The Responsibility of Vocational Counselors on CT**

The vocational counselor's job in a TVET institution is to work with TVET coordinators, enterprise and trainees in partner with enterprises to implement the CT program. The counselor needs to be trained for performing this role and assisted during the implementation process this can be done with special training and assistance from experts of CT (MoE, 2007:33).

As the hand book of CT (MoE, 2007) stated, the responsibilities of the vocational counselors are specified as follows:-

- promote markets CT with establishments.
- Recruits new trainees in cooperation with the partner enterprises at the time of demand.
- Facilitates the development and validation of the training plan by the major partners.
- Set up the schedules of the classes synchronized with the training plan.
- Facilitates the signing of the memorandum of agreement during CT.
- Places the trainees in the cooperating partner enterprise.
- Visits the partner enterprise to monitor and evaluate the performance of the trainees and receive feed back from the training coordinator.
- Monitor the trainee's performance by conducting regular visits to the partner establishment checking the trainee's record books weakly obtaining feedback directly from the trainees and counseling trainees on training related methods.

## **2.9. Cooperative Training and Trainers**

Cooperative training system has employed trainers in a large number, who are expected to facilitate fulfilling the condition which expected from cooperative training. The experience shows, while these trainers are equipped with reasonable qualifications but their ability to train has remained questionable. If the quality of the trainers is a suspect and not in conformity with the requirements of the system, the outcome of training provided by them may necessarily serve the interest of the movement. They need not only excel in the area of their specialization but also continuously make themselves conversant with the field level realities. A trainer is expected to be equipped with techniques like curriculum development, assessing training needs, preparing training materials, have knowledge of field level realities, using multimedia and other participative techniques and so on. If one out of these arsenals in trainers is missing, it loses the sharpness, focus and the purpose essential for training in-service adults. The success of training and development strategies to a large extent depends upon the knowledge, the skill, the commitment and the dedication of the trainers. Unfortunately, in cooperative training too, as in other activities, the emphasis is more on other things than on competence (<http://www.twitter.com/cafeuzuri>).

Trainers have responsibilities in providing CT effectively such as Taking part in facilitating CT, give orientation to trainees, prepare a training plan, organize access and training to work place, link training plan with the work, assure that the trainee acquires basic competencies prior to CT program, performance achievement report to the industry and the TVET institutions (MoE,2010:8).

## **2.10. Trainee's Duties during Cooperative Training**

According to the Cooperative Frame Work of 2008, the trainees have the following duties:-

- a. Striving to achieve training objectives.
- b. Performing assigned tasks diligently.
- c. Writing regular reports on enterprise-based training and on in-school training.
- d. Attending classes at the TVET institution/college and training periods at other training locations regularly
- e. Following supervisors' instructions.
- f. Handling enterprise equipment and machinery with care.

- g. Following safety regulations applicable to the workplace.
- h. Refraining from sharing enterprise secrets with others.

### **2.11. Benefits of Cooperative Training for the Government**

According Federal Democratic Republic of Ethiopia: Education Sector Development Program iii (2005), government has the following benefits from Cooperative training.

The government benefits from a cooperative training scheme which not only uses outcome-based standards but which itself is outcome-based, to train young people for an excellent performance in modern workplaces. Thus, the whole TVET system benefits from the dialogue between the world of work and the world of education, and government will not be blamed by employers for providing the wrong competences for the labor market. Public expenditure for TVET must be increased significantly within the coming decades, In order to share this burden with enterprises that will benefit from a better qualified workforce, it is in the interest of the whole country to introduce a cooperative training scheme which opens opportunities for trainees to spend less time in public TVET institutions/colleges, and more time in enterprises, gaining experience and being trained at the workplace through CT. This is assuming that a sufficient number of training places is available in enterprises. So far, the opposite has been the case – it has been difficult for TVET institutions/colleges to find an adequate number of apprenticeship/internship places for their trainees. Significant efforts will have to be made in order to increase employers' offers of enterprise-based training opportunities. The time trainees spend in enterprises can be used by TVET institutions/colleges to offer more short-term courses to employees who need further training, or to the unemployed who need to be integrated into the labor market. Both measures will contribute to the TVET institutions' ability to identify labor market needs and to design TVET offers according to these needs.

Investments for expensive laboratories and equipment at public TVET institutions/colleges can be focused on demonstrative functions, if the parts of the training for which this equipment is used in practice take place in the enterprises rather than at the TVET institutions/colleges. Thus, cooperative training allows trainees top use state-of-the-art technology at the workplace and to get a systematic education concerning the theory of that technology at the laboratories of a TVET institution with a

productive and adaptable entrepreneur, employee or self-employed, and thus to contribute to personal empowerment in economic and social development. Competences will be described in National Occupational Standards (NOS) to be developed by people knowledgeable on and experienced in the world of work. As such, the National Occupational

Standards define the outcome of all training and learning expected by the labor market, and will form the benchmark of all quality management within the TVET system. Output quality of TVET delivery will be measured through a process of learner's achieved competence. This is done through occupational assessment, which is based on the occupational standards.

A candidate who has proven, through occupational assessment (which may be one assessment or a series of assessments), that s/he is competent will be awarded a National Occupational Certificate,(NOC) which is the official proof of a person's competence in a TVET relevant occupational area. Occupational assessment, and hence certification, is open to everybody who has developed the required competence through any means of formal and non-formal TVET or informal learning. As a result, the outcome-based system is a major tool to accord equal importance to all forms of TVET delivery. In the outcome-based TVET system, the goal of TVET providers is to create the necessary skills, knowledge and attitudes of trainees, so that they are able to perform according to occupational standards, and hence receive certification. Thus TVET providers have to develop curricula that are based on the National Occupational Standards and are appropriate to the relevant learning process. Curricula will have to consider specific requirements of the target groups and specific local labor market requirements. As a consequence, the previous practice of prescribing binding national curricula will no longer be implemented once the outcome-based quality management system is fully established. Instead of this, each TVET provider may find their own curricular solutions to provide high quality TVET to their specific target group. In the meantime, considering the weak state of development of TVET institutions in Ethiopia, the TVET system will ensure that all necessary support is given to TVET providers to develop an appropriate curriculum and develop capacities for high quality TVET delivery. This may be facilitated through developing curriculum development guides, model curricula or the like to serve as orientation and assistance to TVET providers.

### **2.13. Co-operative Education and Trainees**

As La Guardia Community College stated, Cooperative education may be defined as a structured program in which periods of study alternate with periods of related work experience. At the secondary level, students usually attend classes for part of the day and work for part of the day. Postsecondary co-op most often alternates a quarter or semester of classes with a period of full-time employment; college credit is often awarded for the employment period.

As Weintraub 1980-1984 stated, during cooperative training trainees had gain many benefits. Some of the ways trainees' benefits from CT are: to practicing role models, clarification of career goals, increased relevance of learning and motivation for study, improved self-reliance, self-confidence, carrying responsibility during CT , practice in human relations skills, and financial assistance for educational expenses, contacts with potential employers, and feedback through performance a assessment, employability skills and marketable job skills, exposure higher starting salary after graduation. Trainees can also improve the employability skills and ability to support the work place through developing communication, teamwork, problem solving, self management, planning and organizing, technology transfer, learning and taking initiatives (MoE.2010:17).

### **2.14. Co-operative Training and Employers**

Employers play an active part in the future planning (development of occupational standards) and delivery of training, they can make sure that trainees acquire the necessary practical skills and that the training content is according to their demand. Hence the existing skill gap can be reduced. This, however, requires that the role of enterprises in TVET in general and in cooperative training in particular, their responsibilities and their rights will be defined and given a legal basis. A first step in achieving this will be to include cooperative training as one of the employers' responsibility. Employers gain from participation in CT According Patterson and Mahoney cited in (1985) the following are some advantages of employers from cooperative training. Some of them are, effective screening, selection, and recruitment and higher employee retention and productivity and highly motivated employees with realistic expectations. It has an access to reduce recruitment and training costs and better access to women and minorities. Employers have an opportunity to influence curriculum design, content and, improved public relations. Patterson and Mahoney (1985) cited, from employers that recruitment efforts were more successful with CT graduates, recruitment costs were lower and nearly trainees who took cooperative training offered permanent jobs accepted by the enterprises themselves.

### **2.15. Co-operative Training and Institutions**

According (Dube and Korngold 1987), although the most obvious beneficiaries are trainees and employers, educational institutions discover academic and economic advantages to CT programs and improved relationships with business and the community, opportunity to update faculty, enhanced student retention and graduate placement, increased admissions and thus more selective admissions, workplace-tested curriculum, potential sources for fund raising, better use of school facilities and extension of financial aid resources. TVET institutions have discharged many responsibilities for implementation of CT; recruiting trainees for the training program, developing the training plan in cooperation with partner establishments, overseeing trainees' enrollment in the program, and integrating the CT program into the trainees' overall educational and training program as well as particularly cooperative training.

### **2.16. Effectiveness of Co-operative Education Programs**

As (MoE 2008) stated, the basic prerequisites of CT are: A partner establishment, representing a small medium or large enterprise, including a small or large enterprise, including cooperatives that will be encouraged to cooperate with TVET institutions in Training, and possibly pay a daily trainee allowance.

A TVET –Institution that may include all Training facilities, machineries equipments, hand tools, working shops for proper utilization of competent skill and these should be fulfilled and operated by government and organizations, local government units, professional organizations and professional associations.

A model training curriculum based on competence requirements set by industry and reflected in occupational standards approved by the ministry of education. A training plan is designed by the TVET institution in partnership with the cooperating partner establishment. The ratio of theory to practice in the training plan is dependent on the occupation. Theory is taught and then practiced in the work place. A Memorandum of agreement or its equivalent, entered in to by the TVET –institution and the partner establishment, which spells out the terms and conditions of the training partnership. A Vocational counselor, a school based staff member, who monitors, assists and coordinates enterprise

training and insures that the school based competencies are learned in accordance with the training. A Training coordinator, an enterprise –based supervisor or senior worker ensuring that the trainees acquires the required work-based competencies indicated in the training plan.

### **2.17. Phases of Cooperative Training in Ethiopia**

According (MoE, 2008:27), The Cooperative training implementation process is divided in to three phases, which are,

- a. Preparation phase
- b. Implementation phase
- c. Monitoring and evaluation phases are carried out:-

#### **2.17.1. The Preparation Phase:-**

Cooperative training requires preparation before implementation such as

- Studies and analysis of the current situation.
- Assess and select potential partners in CT (TVET in situations and enterprise)
- Discuss the concept with TVET institutions and enterprise.
- Create awareness about CT among TVET institutions and enterprise.
- develop Training programs for staff, teachers, trainers who are involved in CT.

#### **2.17.2. The Implementation Phase**

After preparation phase has become completed the implementation stage was conducted

- Support TVET institutions and Enterprise in preparing CT agreements and Training plans
- Capacity building of trainers
- Capacity building of TVET institutions and enterprise facilities

### **2.17.3. The Monitoring and Evaluating Phase**

- Run pilots in selected TVET Institutions –Enterprise
- Monitoring the pilots
- Report communicate results
- Correct drawbacks and adapt improvements and
- optimization of CT

## **2.18. Other Countries' Experiences on Cooperative Training**

### **2.18.1. The German Cooperative Training System**

The cooperative training system (“dual system”) has a longstanding tradition in Germany, but its current form is rather new. The Vocational Training Act of 1969 for the first time in the country’s history made enterprise-based training part of the formal TVET system, described the roles of the main stakeholders (employers, trade unions and federal government), laid the legal basis for TVET research as a major tool of federal TVET planning, and established a Federal TVET Agency, the Bundesinstitut fuer Berufsbildung (BIBB). The vocational training act was reformed significantly in 2005 in terms of closer cooperation of enterprises and schools. Cooperative training is the main form of TVET in Germany, taking in some 55% of all school leavers, which means more than 500 000 trainees in 2005, and – with an average training duration of two and a half years – a total of 1.3 million trainees. An overall enterprise participation in training of about 50% of all enterprises that are able to deliver a systematic training has been stated during the last decades, which means that 300 000 to 500 000 companies take part in cooperative training.

The chambers, in which all enterprises of a certain sector (e.g. industry and commerce, crafts, lawyers), are organized, build a strong TVET infrastructure (enrolment, supervision, cooperation with schools, assessment, certification etc.). A large part of the chambers’ staff works on TVET issues. The other partners are the federal government, which sets the regulatory framework for TVET, and the states, which provide a total of about 1300 TVET schools with some 80 000 teachers.

According German Federal Ministry for Education and Research Country Report France (2005), it is generally believed that a knowledgeable and capable skilled workforce is the secret of economic success. Thus, TVET has two main goals: to pave the way to a successful career for young people, and to guarantee a skilled workforce for the economy. Experiences in Germany show that there is a close link between training and career prospects.

In view of rapid technological changes and globalization, being prepared and willing to learn continuously and to adapt to changes in the workplace and in the labor market is an essential attitude in a skilled laborer. TVET hence emphasizes the importance of life-long learning. Training in the practical working environment promotes personal development – in particular, the ability to work independently and in a team, to perform with self-confidence and good social behavior, and an active general attitude towards work and motivation. The German cooperative training system differs from pure school-based education in two respects. The larger part of the training takes place in production facilities or service enterprises in industry and commerce. Enterprise-based training of three to four days per week is complemented by one to two days per week school-based training for 2 to 3 ½ years time, depending on the occupation.

This leads to a training certificate (the occupational qualification), which is issued by the chamber and is recognized and accepted nation-wide. In addition to that, the trainee obtains an enterprise reference, which employers often consider the most important, and a TVET school certificate, stating learning results in different occupational and general subjects.

The responsibility for training lies both with the federal state and with private enterprises. Chambers as a public authority have a vocational training committee, in which equal numbers of representatives of employers, trade unions and TVET school teachers are responsible for making sure that the implementation of training in enterprises corresponds to the respective regulations, and that the cooperation between schools and enterprises keeps working. The assessment bodies at the chambers are equally tri-partite (Hand book of cooperative training, (MoE, 2007:13).

### **2.18.2. The Cooperative Training System in the Philippines**

AS of TESDA, Philippines: Mission and Vision (2006) stated, the Philippines' Technical Education and Skills Development Authority (TESDA) provide direction, policies, programs and standards towards quality technical education and skills development. The Philippine TVET system is relatively young, having been developed in its current form since the 1980s. TESDA is the government agency tasked to manage and supervise technical education and skills Development in the Philippines. TESDA was created to mobilize the full participation of industry, labor, technical and vocational institutions, local government, and civil society for skilled manpower development programs. The TESDA occupation qualification and certification system (TOQCS) integrates formal, non-formal and informal training systems which facilitate upward labor mobility to and from these training systems. The basis for all qualification and certification activities is constituted by:

Occupational skills standards, which define the competencies (knowledge, abilities and skills) a person would possess to perform the functions identified in the job description, and competency assessment tests, i.e. written and practical examinations for determining and certifying whether the worker possesses the competences set forth in the occupational skills standards.

The Technical Education and Skills Development Board are responsible for standards, assessment and Technical and Vocational Education and Training (TVET), employers/industrial organization the labor sector as well as private/NGO TVET providers. Assessment and certification is done by internal and external verifiers through accredited public or private TVET institutions/colleges and supervised by TESDA. Autonomous state governments formulate rules and regulations to implement TVET in accordance with the standards set by TESDA. Occupations are classified into four categories based on the definition of competencies. (Hand book of cooperative training, (MoE, 2007:14).

After assessment, trainees are awarded National Certificates on levels I through III or a National License. The training duration is usually 2 ½ to 3 years Cooperative training. "*The cooperative training system is called dual trainings system in the Philippines*". Cooperative training framework, (MoE, 2007:18)

Training takes place in schools and in enterprises, with the school-based training focusing on teaching theoretical parts of the curriculum, and enterprises emphasizing the practical aspects. Both the school and the enterprise are accredited for training; they sign an agreement to cooperate on training (together

The training plan for apprenticeship training is agreed upon the employer and the training center the enterprise has to designate an apprentice master who supervises the apprenticeship training. The apprentice master is a skilled employee who assigns the trainee his tasks and ensures that training proceeds according to the training plan. During cooperative training, trainees sign a contract with their employer. Employers pay the trainees a wage (a defined percentage of the minimum wage, depending on the trainee's age and his/her duration of employment with the enterprise), and they in turn receive financial support from (The employees' representatives). The decision-making body on the federal level includes representatives from the government, from the States and from social partners. Financing of TVET is done through the State TVET councils. They decide on priority objectives jointly with the federal government every five years, and these two jointly finance measures to achieve the priority objectives. Enterprises contribute to financing TVET through a training levy: All enterprises are legally obliged to pay a set of percentage of their annual wage expenses into the TVET fund. This percentage depends on the enterprises' number of employees. In some economic sectors, enterprises decide through collective agreements to contribute more than the legal minimum training levy. In 1997, the contribution of the enterprises to the TVET funding was almost equal to that of the federal government during the period of apprenticeship training German Federal Ministry for Education and Research Country Report France (2005).

### **2.19. Lessons Learned from other Countries' Experiences on Cooperative Training**

From the experience of other countries with respect to cooperative training our country can learn many important lessons. Most of the essential elements have great contributions in facilitating the TVET cooperative training and these are forwarded as follows:

- There is a big role of stakeholders, employers, trade unions, and the government in applying cooperative training and the closer (linkage) relationship and cooperation between enterprises and TVET institutions in facilitating CT. The role of the champers, industry, commerce, crafts man...in building strong TVET infrastructure;
- Gain the victorious implementation of assessments and certification process after CT has successfully completed through the application of an occupational skills standard which defines competency, knowledge, abilities and skills;

- success of career and produce capable skilled workforce in long and short term training and Prepared for poverty reduction in the country and majority of the trainees entered employment after have successfully accomplished cooperative training;

- Develops financial support through contribution of wage, Financing activities and cost

Sharing process and employers enjoyed tax benefit when enter and completed CT contracts; •Training measures for less qualified youth are offered with the aim of providing those initial skills and helping to enter the working world by applying life long training to have rapid Technology exchange through experience sharing and practical work as well as flexibility of training based the demand of labor market;

- A CT can provide in both an enterprise and in the TVET institution (alternate training) by securing the insurance coverage during CT and pay minimum wages for the trainees at the time of practical work;

- The participation of the society is involved in TVET institutions in facility fulfillment;

- Develop work ethics, interest, and motivated trainees during cooperative training and involve in good handling of machineries, hand tools, equipment, workshops and developing confidentiality at any level of carried out responsibility.

From the lesson of the other countries experiences our country can share many essential elements and have great contributions in the implementation of CT adaptable with the real situation.

## **2.20. Implementation of Cooperative Training in Ethiopia**

Several Ethiopian government documents point out the necessity of including enterprise-base training in the existing TVET system: The Plan for Accelerated and Sustained Development to End Poverty (PASDEP) envisages TVET to provide the necessary “relevant and demand-driven education and training that corresponds to the needs of economic and social sectors for employment and self-employment” (MoE, 2008:12).

It further stresses the need for an increasing role and involvement of the private sector and non-governmental organizations, as well as community involvement, in the delivery of educational services. The Education Sector Development Program (ESDP) III has started to outline a

## **Chapter Three**

### **Research Design and Methodology**

#### **3.1. Methodology of the Study**

The research method employed is determined by the purpose of the research. The main purpose of this research is to reveal the factors affecting the implementation of cooperative training in the selected TVET institutions of Tigray Region. Thus, the method used for this research is descriptive survey.

The descriptive survey method is believed to be useful because it allows showing the clear condition of the ongoing cooperative training program. Moreover, it is chosen on the assumption that it would help to gather a large variety of data and interpret the trend of events that exist now and existed in the past and that have influenced the present (Seyoum and Ayalew, 1989:17; Kotharis, 1990:3).

#### **3.2. Sources of Data**

To conduct the research primary and secondary sources were utilized to obtain information about the cooperative training. Primary data was collected through questionnaires from trainees, vocational counselors, and trainers. An interview was facilitated for outcome-based coordinators of the TVET institutions and representatives of some selected organizations which provide cooperative training. In addition, documents pertaining to trainees were analyzed to secure secondary data. Formats and laws supporting cooperative training were included in the research. Finally, observation was carried out in the TVET institutions and the CT offering organizations to further strengthen the information obtained through other means.

#### **3.3. Sample Size and Sampling Techniques**

The information obtained from the sample is required to be accurate mirror of the population under study. There are currently 26 TVET institutions in the region. According to the type of training program they provide, they were grouped into seven. These are Health TVET College, Agricultural TVET College, Garment TVET College, Business TVET College, Industrial and Construction TVET College, Industrial, Construction and Business TVET Center, and Mekele TVET Center for the Disabled. As it is difficult to include all types of training programs in the study, only the 15 TVET institutions which provide training in the fields of business, construction, and industrial areas were taken into consideration using random sampling method. From among these, five TVET institutions

were selected using simple random sampling method and included in the research. These are Adigrat SDC, Axum SDC, Korom SDC, Shire SDC, and Wukro TVET. Three departments from each sector were included using simple random sampling technique. From Industrial sector: Metal fabrication, Automotive and machining; from Construction: Masonry, Cement and Furniture making; from Business: Accounting, Purchasing and Office automation were selected. Among the 648 trainees 186 (28.7%) were included in the study using quota sampling system to give equal chance for both gender. Using purposive sampling, one trainer from each department totally 35 trainers and one vocational counselor from each TVET institution (totally 5) were selected and included in the study. In addition, 1 outcome-based coordinator from each TVET institution totally 5 and 23 representatives of organizations which have better performance in CT were also participants in the research for the interview using purposive method. A total of 254 respondents, 186 trainees, 35 trainers, and 5 vocational counselors were selected for response. Moreover, 5 outcome-based training coordinators and 23 stakeholders were included for the interview.

### **3.4. Instruments of Data Collection**

#### **A) Questionnaire:**

Three sets of closed and open ended questionnaires were prepared in English 35 for trainers, 191 for trainees and 5 for vocational counselors and translated into Tigrigna to ensure better communication and understanding so that reliable and relatively accurate responses might be obtained.

#### **B) Interviews:**

Semi-structured interview guides were prepared in English for 5 outcome-based coordinators and for 25 representatives of CT training providing organizations; then translated into Tigrigna so as to get better and detailed information from the outcome-based coordinators and representatives of the offering CT organizations. The interview enables to pose questions whenever there are unclear points that need further explanation.

#### **C) Document Analysis**

To secure facts and figures about the trainees, grade reports filled by organizations, statistical information, list of trainees, trainers, subjects taught, and CT offering documents were investigated. Furthermore, to understand more about cooperative training, official policy and strategy documents, guidelines, books, magazines, and other documents available that help to strengthen the research were referred.

#### **D) Observation**

To study the current status of the effectiveness of cooperative training providing organizations and the TVET institutions, observation is an appropriate approach because more objective information could be properly obtained by observing while trainees are in CT in organizations and the TVET institutions.

#### **3.5. Procedures of Data Collection**

Primary data were collected through questionnaires, interviews, and observations. Questionnaires were distributed and filled by the respondents. The questionnaire was administered in the 5 respective TVET institutions during regular classes and in the practical work in the CT providing organizations according the schedule. Trainees were made to fill out the questions with out time limit till they finished. They were made not to discuss each other on the items as the response of one trainee may be influenced by the others. Before the trainees start to fill out the questionnaires, the purpose of the study was explained briefly by the researcher. In addition to the specific and general directions in the questionnaire, oral instructions were also given. Before the review was conducted, pilot test was administered among 32 respondents of Adigrat TVET (26 trainees and 6 trainers). The purpose of the try out was to check whether the research designed and the respondents could properly communicate with the instrument and add some value to the reliability and validity of the questionnaires on the basis of the feedback obtained. Thus, some arrangements in language, ideas, contents, and corrections in typographical errors were made.

#### **3.6. Methods of Data Analysis**

All the questionnaires administer to 186 trainees 35 trainers 5 vocational counselors were filled properly and returned on time. In analyzing the data both quantitative and qualitative methods were used .The data collected through interview were presented and analyzed qualitatively. The quantitative data obtained through questionnaires were tabulated, analyzed, and interpreted using the tables followed by discussions .The appropriate statistical tools like frequency counts, percentages, and rank order are the main tools of summarizing the data from questionnaires.

## **Chapter Four**

### **Presentation and Analysis of the Data**

The data gathered from the five TVET Institutions of Tigray Region which provide cooperative training program and obtained through questionnaires, interviews, observations, and documents review were analyzed and interpreted.

The primary objective of this part is to seek appropriate responses for the basic questions raised at the beginning of this research. Three different set of questionnaires, totally 231 were distributed, 191 for trainees, 35 for trainers, and 5 for vocational counselors as well as an interview questions was facilitated for 25 cooperative training providing organizations and for 5 outcomes based coordinators. From the 231 distributed questionnaires 186 (97%) of the trainees, 35 (100%) of the trainers, and 5 (100%) of the vocational counselors averagely (97.8 %) were returned. Furthermore, from the outcome-based coordinators and CT providing organizations proposed to be interviewed 23 (92%) cooperative providing organizations and all (100%) of the outcome based coordinators were interviewed referring on cooperative Training.

The rate of the return of the questionnaire was so satisfactory amount in case of the descriptive study to conduct data analysis. Consequently, based on the responses the interpretation of the data is presented.

#### **4.1. Characteristics of the Population under Study**

From Tigray region the five TVET institutions of trainees, trainers, vocational counselors, CT providing organizations, and the outcome-based coordinators were involved in this research. Therefore, it is believed that the responses and other relevant data were organized and analyzed in order to determine the out come of the study.

**Table 1. Characteristics of the respondents by Age, Sex, Qualification and years of service.**

CATEGORY		TRAINEES		TRAINERS		VOCA/Coun		Total	
		FR.	%	FR.	%	FR.	%	FR.	%
Age	15-20	144	77.42	-	-	-	-	144	63.72
	21-30	36	19.35	26	74.29	5	100	67	29.65
	31-40	2	1.07	4	11.43	-	-	6	2.65
	41-50	4	2.15	2	5.71	-	-	6	2.65
	Above 50	-	-	3	8.57	-	-	3	1.33
	<b>Total</b>	<b>186</b>	<b>100</b>	<b>35</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>226</b>	<b>100</b>
Sex	M	96	51.6	26	74.29	5	100	127	56.19
	F	90	48.4	9	25.71	0	-	99	43.81
	<b>Total</b>	<b>186</b>	<b>100</b>	<b>35</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>266</b>	<b>100</b>
Academic qualification	Diploma	-	-	23	65.71	-	-	23	57.5
	Degree	-	-	11	31.43	5	100	16	40.00
	M A/Msc	-	-	1	2.86	-	-	1	2.5
	PhD	-	-	-	-	-	-	-	-
	Others	-	-	-	-	-	-	-	-
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>35</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>40</b>	<b>100</b>
Years of Service	1-5	-	-	25	71.43	3	60	28	70.00
	6-10	-	-	5	14.29	1	20	6	15.00
	11-15	-	-	2	5.71	1	20	3	7.5
	16-20	-	-	-	-	-	-	-	-
	21-25	-	-	-	-	-	-	-	-
	26-30	-	-	3	8.57	-	-	3	7.5
	Above 30	-	-	-	-	-	-	-	-
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>35</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>40</b>	<b>100</b>

As shown in Table1, regarding the Age composition of respondents trainees below 20 years age were 144 (77.42%) and there were no age groups of trainers and vocational counselors below 20 years. That aged group with in 21-30 was 36 (19.35%) of the trainees, 26 (74.29%) of the trainers, and 5 (100%) of the vocational counselors. In the age composition respondents 2 (1.07%) of the trainees and 4 (11.43%) of the trainers were found with in the age range 31-40 years. On the other hand, 4 (2.15%) of the trainees and 2 (5.71%) of the trainers are found with in age range 41-50 years. The remaining 3 (8.57%) of the trainers are found above 50 years. This indicates that the majority of the respondents are below 30 years and most of the participants of the research are youngsters.

Concerning the sex of the trainees 96 (51.6%) were Males and 90 (48.4%) were females and 26 (74.29%) males and 9 (25.71%) female trainers are included .Further more, all of the vocational counselors (100%) were males. Inconsideration of the sex there is proportional representation of male and female trainees, but in case of the trainers most of them are males and very few are female participants. All of the vocational counselors are males; there is no representation of female respondents.

As the literature review forwarded on the qualification of TVET trainers, the success of training and development strategies to a large extent depends upon the knowledge, the skill, the commitment, and the dedication of the trainers. Unfortunately, With respect to their level of academic qualifications majority of the trainers 23 (65.71%) had diploma, 11 (31.43%) were degree holders and one (2.86%) trainer had masters degree and all of the vocational counselors 5 (100%) were degree holders. Hence, generally the quality of training and particularly the cooperative training is failed poor since the majority of the trainers are with diploma level.

**Table 2. Level of trainees, upgrading, pedagogical training and distance during CT**

CATEGORY		TRAINEES		TRAINERS		VOCA/Coun		Total	
		FR.	%	FR.	%	FR.	%	FR.	%
Level(Trainees)	Level III	51	27.42	-	-	-	-	51	27.42
	Level IV	135	72.58	-	-	-	-	135	72.58
	<b>Total</b>	<b>186</b>	<b>100</b>	-	-	-	-	186	100
Training taken to upgrade the skill	Yes	-	-	20	57.14	-	-	20	50.0
	No	-	-	15	42.86	5	100	20	50.0
	Total	-	-	35	100	5	100	40	100
Pedagogical training taken	Yes	-	-	25	71.43	1	20	26	65
	No	-	-	10	28.57	4	80	14	35
	<b>Total</b>	-	-	<b>35</b>	<b>100</b>	<b>5</b>	<b>100</b>	<b>40</b>	<b>100</b>
Distance during CT	0-1 K.M	33	17.74	-	-	-	-	33	17.74
	1-2 „	66	35.48	-	-	-	-	66	35.48
	2-3 „	39	20.97	-	-	-	-	39	20.97
	3-4 „	20	10.75	-	-	-	-	20	10.97
	Above4	28	15.05	-	-	-	-	28	15.05
	Total	186	-	-	-	-	-	186	100

Considering the level of the trainees 51 (27.42%) attended in level III and the remaining 135 (72.58%) trainees attended in level IV. Most of the trainees were attended in level four, and then there would be a possibility to get a well trained trainee for the labor market. A trainer is expected to be equipped with techniques like curriculum development, assessing training needs, preparing training materials, have knowledge of field level realities, using multimedia and other participative techniques and so on. The trainer should continuously improve himself having been taken further training. To specify whether the trainers and vocational counselors have taken further training to upgrade their skills most of the trainers 20 (57.14%) had taken further training, whereas 10 (45.86%) of the trainers and 5 (100%) of the vocational counselors could not taken further training to scale-up their skills and knowledge that it might be had influence in the quality of training as whole and particularly in CT implementation.

Taken pedagogical skill is crucial for the trainers to prepare their plan properly. With respect of the pedagogical conditions 25 (71.43%) of the trainers and 1 (20%) of the vocational counselors had taken

pedagogical training but the remaining 10 (28.57%) of the trainers and 4 (60%) of the vocational counselors had not taken pedagogical training. It is appreciated most of the trainers were Valuable with pedagogical skill. On the other hand, a considerable amount of the trainers and vocational counselors need to take pedagogical trainings.

Concerning the distance of their residence while trainees were under CT 31 (17.74%) of the trainees took a trip with in 0-1K.M., 66 (35.48%) of the trainees found 1-2 K.M. distance, 29 (20.97%) of the trainees found with the distance of 2-3 K.M. and there were 20 (10.75) of trainees traveled 3-4K.M.for CT. Finally, there were 28 (15.05%) trainees traveled above 4K.M. Therefore, majority of the trainees traveled below 4 K.M. Hence, there is no more influence on the implementation of the CT.

**Table 3. Convenience of the Implementation of Cooperative Training**

No	Questionnaire items	Measuring scales	Respondents						Total Respondents		Rank order
			Trainees		Trainers		Voc/coun		FR.	%	
			FR.	%	FR.	%	FR.	%			
3.A	Rotation on various work stations is possible to trainees to get experience and skills	SD	26	14	4	11	0	0	30	13.27	3
		D	21	11	2	6	0	0	23	10.18	5
		NS	27	15	0	0	0	0	27	11.95	4
		A	51	27	13	37	3	60	67	29.65	2
		SA	61	33	16	46	2	40	79	34.96	1
		Total	186	100	35	100	5	100	22	100	
3.B	CT gives Sustainable and equitable beneficiary to organizations and trainees	SD	24	13	2	5	0	0	26	11.50	4
		D	21	11	3	9	0	0	24	10.62	5
		NS	30	16	4	11	0	0	34	15.04	3
		A	54	29	17	49	2	40	73	32.30	1
		SA	57	31	9	26	3	60	69	30.53	2
		Total	186	100	35	100	5	100	226	100	
3.C	There are laws supporting the implementation of CT in organizations	SD	28	15	5	14	0	0	33	14.60	4
		D	21	11	7	20	1	20	29	12.83	5
		NS	49	26	6	17	2	40	57	25.22	2
		A	53	29	12	35	1	20	66	29.20	1
		SA	35	19	5	14	1	20	41	18.14	3
		Total	186	100	35	100	5	100	226	100	
3.D	There are clear criteria set to select CT offering organizations	SD	26	14	10	29	0	0	36	15.93	3
		D	27	14	6	17	1	20	34	15.04	4
		NS	55	30	6	17	3	60	64	28.32	1
		A	49	26	7	20	0	0	56	24.78	2
		SA	29	16	6	17	1	20	36	15.93	3
		Total	186	100	35	100	5	100	226	100	

Key. SD→ Strongly agree, D→ Disagree NS→ Not sure A→ Agree SA→ Strongly agree

As shown in Table3 item 3.A, concerning convenience of the implementation of CT which is discussed rotation on various work stations is possible to trainees to get experience and skills 26 (14%) of the trainees, 4 (11%) Of the trainers and none of the vocational counselors responded Strongly disagree. About 21 (11%) Of the trainees, 2 (6%) of the trainers and 0% of the vocational counselors responded Disagree. Among the respondents, 27 (15%) Of the trainees none of the trainers and vocational

counselors responded Not Sure about the implementation of CT conveniently or not. From the respondents 51 (27%) Of the trainees, 13 (37%) of the trainers and 3 (60%) of the vocational counselors responded Agreed. Lastly, 61 (33%) Of the trainees, 16 (46%) of the trainers and 2 (40%) of the vocational counselors responded Strongly Agree.

From this analysis rotation is very important to trainees to get experience and skills from cooperative training that help to be competent in the real work.

In case of CT gives sustainable and equitable beneficiary to organizations and trainees 24 (13%) of the trainees, 2 (5%) Of the trainers and 0% Of the vocational counselors selected Strongly Disagree. Insignificant respondents 21 (11%) of the trainees, 3 (9%) Of the trainers and none Of the vocational counselors selected Disagree. On the other side 30 (16%) of the trainees, 4 (11%) Of the trainers and 0% Of the vocational counselors selected Not sure. Among the respondents 54 (29%) of the trainees, 17 (49%) Of the trainers in the same way 2 (40%) Of the vocational counselors selected Agree. Similarly, 57 (31%) of the trainees, 9 (26%) Of the trainers as well as 3 (60%) Of the vocational counselors also selected Strongly Agreed on the same point were discussed. A great amount of respondents assured there is sustainable and equitable beneficiary from CT to cooperative training organizations to get cheap labor and trainees also develop their skills to compete in the work.

There are laws supporting the implementation of CT in organizations. In this item 28 (15%) of the trainees, 5 (14%) Of the trainers and 0% Of the vocational counselors preferred strongly Disagree. In the same item 21 (11%) of the trainees, 7 (20%) Of the trainers and 1 (20%) Of the vocational counselors preferred Disagree. The trainees 49 (26%), the trainers 6 (17%) and the vocational counselors 2 (40%) selected Not Sure. Consecutively, 53 (29%) of the trainees, 12 (35%) Of the trainers and 1 (20%) Of the vocational counselors preferred Agree .The remaining 35 (19%) of the trainees, 5 (14%) Of the trainers and 1 (20%) Of the vocational counselors preferred Strongly Agreed on the same item. The presence of laws supporting the implementation of the CT make easy and create good relationship between the CT providing organizations and the TVET institutions.

In the item that refers there are clear criteria set to select CT offering organizations 26 (14%) of the trainees, 10 (29%) Of the trainers neither Of the vocational councilors selected Strongly Disagree.

Among the respondents 27 (14%) of the trainees, 6 (17%) Of the trainers and also 1 (20%) Of the vocational counselors selected Disagreed, On the other hand, 55 (30%) of the trainees, 6 (17%) Of the trainers as well as 3 (60%) Of the vocational counselors selected Note Sure. Considerable amount, 49 (26%)of the trainees, 7 (20%) Of the trainers and none Of the vocational counselors selected Agreed and lastly 29 (16%) of the trainees, 6 (17%) Of the trainers including 1 (20%) Of the vocational counselors selected Strongly Agreed .The presence of clear criteria helps to select the best performance organizations in CT.

From the discussion concerning Convenience of the implementation of Cooperative Training during an interview was conducted the outcome based coordinator and CT offering organizations argue on this idea that there is no convenience implementation of CT and from the observation the researcher can understand the availability of all but the application is not so satisfactory and this could influence in the quality of CT.

**Table 4.Appropriateness and access of materials, machinery during Cooperative Training**

No	Questionnaire items	Measuring scales	Respondents						Total respondents		Rank order
			Trainees		Trainers		Voc/coun		FR.	%	
			FR.	%	FR.	%	FR.	%			
4.A	Equipment,machineries,and materials are relevant and similar to the occupations for practical training in Coffering organizations	SD	74	40	7	20	2	40	83	36.73	1
		D	45	24	12	34	1	20	58	25.66	2
		NS	19	10	3	9	1	20	23	10.18	4
		A	34	18	5	14	0	0	39	17.26	3
		SA	14	8	8	23	1	20	22	09.73	5
		Total	186	100	35	100	5	100	226	100	
4.B	There are sufficient materials in CT offering organizations	SD	50	27	3	9	0	0	53	23.45	2
		D	46	25	15	42	0	0	61	26.99	1
		NS	36	19	8	23	1	20	45	19.91	3
		A	34	18	8	23	2	40	44	19.47	4
		SA	20	11	1	3	2	40	23	10.18	5
		Total	186	100	35	100	5	100	226	100	
4.C	Access of work shops are well organized and available in CT offering organizations	SD	50	27	6	18	0	0	56	24.79	2
		D	46	25	14	40	3	60	63	27.88	1
		NS	36	19	7	20	1	20	44	19.47	3
		A	34	18	4	11	0	0	38	16.81	4
		SA	20	11	4	11	1	20	25	11.06	5
		Total	186	100	35	100	5	100	226	100	

Key. SD→ Strongly agree, D→ Disagree NS→ Not sure A→ Agree SA→ Strongly agree

As Table 4 indicated, the appropriateness and access of sufficient materials, machineries during CT In the item 4.A 74 (40%) of the trainees, 7 (20%) Of the trainers in the same way 2 (40%) Of the vocational counselors said Strongly Disagree that the equipments, machineries and materials are relevant and similar to the occupations far practical training in CT offering organizations. To discuss

fulfilled and operated by government and organizations ,local government units ,professional organizations and professional associations. An interview was made to outcome-based coordinators and CT providing organizations on the availability, appropriateness and access of materials, machinery during Cooperative Training and responded there are insufficient and shortage of materials. During the observation, there were shortage of machineries most of the machineries are damaged. Even though, hand tools, working shops were not sufficient and well organized. Most of the trainees were dependent couldn't get machines to do practical work independently. The rank order also witnesses this evidence and is quite difference from what the review literature specified. From this analysis one can deduce there is no sufficient work shops and also are not well organized for the implementation of CT.

**Table 5. Concerning placement of trainees to organizations for CT**

No	Questionnaire items	Measurin g scales	Respondents						Total		Rank order
			Trainees		Trainers		Voc/coun		Respondents		
			FR.	%	FR.	%	FR.	%	FR	%	
5.A	There are sufficient organizations that provide CT according the curriculum	SD	53	28	9	26	1	20	63	27.88	1
		D	40	22	12	34	0	0	52	23.01	2
		NS	28	15	7	20	0	0	35	15.49	4
		A	41	22	5	14	3	60	49	21.68	3
		SA	24	13	2	6	1	20	27	11.95	5
		Total	186	100	35	100	5	100	226	100	
5.B	The time allotted for CT is sufficient to acquire the required knowledge and skills	SD	21	11	1	3	0	0	22	9.73	5
		D	39	21	6	17	1	20	46	20.35	3
		NS	16	9	15	43	1	20	32	14.16	4
		A	63	34	8	23	0	0	71	31.42	1
		SA	47	25	5	14	3	60	55	24.34	2
		Total	186	100	35	100	5	100	226	100	
5.C	Trainees assign to each organization for CT Based on their field of study and interest	SD	49	26	11	31	3	60	63	27.88	1
		D	52	28	6	17	1	20	59	26.11	2
		NS	28	15	8	23	1	20	37	16.37	4
		A	21	11	7	20	0	0	28	12.39	5
		SA	36	19	3	9	0	0	39	17.26	3
		Total	186	100	35	100	5	100	226	100	

Key. SD→ Strongly agree, D→ Disagree NS→ Not sure A→ Agree SA→ Strongly agree

On Table 5 in an item 5.A, concerning placement of trainees to organizations for CT indicated that there are sufficient organizations that provide CT according the curriculum 53 (28%) of the trainees, 9 (26%) Of the trainers as well as 1 (20%) Of the vocational counselors responded Strongly Disagree respectively, in connection to this 40 (22%) of the trainees, 12 (34%) Of the trainers and with out including vocational counselors responded Disagree. From those respondents who participate on responding on the item 28 (15%) of the trainees, 7 (20%) Of the trainers none Of the vocational

counselors indicated Not sure and to the contrary 41 (22%) of the trainees, 5 (14%) Of the trainers and 3 (60%) Of the vocational counselors indicated Agree. on the other hand 24 (13%) of trainees, 2 (6%) Of the trainers including 1 (20%) Of the vocational counselors indicated Strongly Agreed respectively to the item requested for analysis. From the Table 5, item 5.A one can conclude that there are no sufficient organizations for providing CT according the curriculum specified.

The analysis on the item the time allotted for CT is sufficient to acquire the required knowledge and skills 21 (11%) of the trainees, 1 (3%) Of the trainers and 0% Of the vocational counselors filled Strongly Disagree, and 39 (21%) of the trainees, 6 (17%) Of the trainers and 1 (20%) Of the vocational counselors filled Disagree. But 16 (9%) of the trainees, 15 (43%) Of the trainers in addition 1 (20%) Of the vocational counselors filled Not sure on the item asked to be filled. On the other hand, 63 (34%) of the trainees, 8 (23%) Of the trainers excluding the vocational counselors filled Agree and finally, 47 (25%) of the trainees, 5 (14%) Of the trainers 3 (60%) Of the vocational counselors filled Strongly Agreed on the item asked to be answered. On the analysis made that the time allotted for the CT to acquired knowledge and skills is so enough according the curriculum specified.

In the item 5.C to identify trainees assigned to each organization for CT based on their field of study and interest 49 (26%) of the trainees, 11 (31%) Of the trainers 3 (60%) Of the vocational counselors responded Strongly Disagree. In connection to this 52 (28%) of the trainees, 6 (17%) Of the trainers and 1 (20%) Of the vocational counselors responded Disagree. But 28 (15%) of the trainees, 8 (23%) Of the trainers 1 (20%) Of the vocational counselors responded Not sure on the item asked. A few number 21 (11%) of the trainees, 7 (20%) Of the trainers and none Of vocational counselors responded Agree and 36 (19%) of the trainees, 3 (9%) Of the trainers none of the vocational counselors responded Strongly Agreed. From this, trainees are not assigned to each organization for CT based on their field of study and interest.

Here, an interview was facilitated, for the organizations and the outcome-based coordinators replied most of the time there are shortage of organizations for appointment of trainees to CT and also irrelevant with the curriculum learned. Furthermore, from the observation this is true trainees practicing out of matching skill. Rank order also argues with the analysis.

**Table6. The role of vocational counselor regarding CT.**

No	Questionnaire items	Measuring scales	Respondents						Total respondents		Rank order
			Trainees		Trainers		Voc/coun		FR.	%	
			FR.	%	FR.	%	FR.	%			
6.A	The vocational counselor is providing counseling service with regard to CT	SD	75	40	13	37	-	-	88	39.82	1
		D	45	24	8	23	-	-	53	23.98	2
		NS	22	12	5	14	-	-	27	12.22	4
		A	18	10	5	14	-	-	23	10.41	5
		SA	26	14	4	11	-	-	30	13.57	3
		Total	186	100	35	100	-	-	221	100	
6.B	vocational counselor has made frequent follow up during CT	SD	49	26	15	43	-	-	64	28.96	1
		D	45	24	7	20	-	-	53	23.98	2
		NS	29	16	6	17	-	-	35	15.84	4
		A	32	17	4	11	-	-	36	16.29	3
		SA	26	14	3	9	-	-	29	13.12	5
		Total	186	100	35	100	-	-	221	100	
6.C	Professional vocational counselor is placed in TVET institutions that coordinate CT.	SD	71	38	10	29	-	-	81	36.65	1
		D	42	23	11	31	-	-	53	23.98	2
		NS	30	16	6	17	-	-	36	16.29	3
		A	25	13	6	17	-	-	31	14.03	4
		SA	18	10	2	6	-	-	20	09.05	5
		Total	186	100	35	100	-	-	221	100	

Key. SD→ Strongly agree, D→ Disagree NS→ Not sure A→ Agree SA→ Strongly agree

From Table 6, a substantial amount of the total respondents 75 (40%) of the trainees, and 13 (37%) of the trainers responded Strongly Disagree that the vocational counselors is providing counseling service regarding CT. Furthermore, 45 (24%) of the trainees including 8 (23%) of the trainers responded Disagree on the point being discussed. On the other side, 22 (12%) of the trainees as well as 5 (14%) of the trainers, responded Not sure. But in considerable amount of respondents that is 18 (10%) of the trainees, 5 (14%) of the trainers also responded Agree. In addition to this, 26 (14%) of the trainees, 4 (11%) of the trainers also responded Strongly Agreed about the vocational counselors.

In case of the vocational counselors is made frequent follow-up during CT 49 (26%) of the trainees and 15 (43%) of the trainers preferred Strongly Disagree. Further more, 45 (24%) of the trainees, and 7 (20%) of the trainers preferred Disagree that the vocational counselors is made frequent follow-up during CT. In the other hand, 29 (16%) of the trainees and 6 (17%) of the trainers also preferred Not sure on the item discussed and 32 (17%) of the trainees, insignificant amount 4 (11%) of the trainers preferred Agree and finally 26 (14%) of the trainees, 3 (9%) of the trainers preferred Strongly Agreed. whether the vocational counselors is made frequent follow-up or not during CT.

To approve that whether professional vocational counselors is placed in TVET institutions that coordinates CT. Most of the respondents 71 (38%) of the trainees and 10 (29%) of the trainers,

responded Strongly Disagree. Where as, 42 (23%) of the trainees as well as 11 (31%) of the trainers, responded Disagree on this idea. Insignificant amount of the respondents 30 (16%) the trainees in addition 6 (17%) of the trainers responded not sure on the item. But 25 (13%) of the trainees including 6(17%) of the trainers responded Agree. Finally, 18 (10%) of the trainees and 2 (6%) of the trainers responded Strongly Agreed on the item were discussed.

The vocational counselor's job in a TVET institution is to work with TVET coordinators, and trainees in partner with enterprises to implement the CT program appropriately. The counselors needs to be trained for performing this role and assisted during the implementation process. This can be done with special training and assistance from experts of CT (MoE, 2007:33).

From the data collected professional qualified vocational counselors are not appointed almost in all TVET institutions that coordinate CT. Further more, most vocational counselors are assigned in coordinating CT that are graduated other field of study rather than psychology and pedagogical fields .A minimum follow-up is made to CT, but those vocational counselors Who assigned in TVET institutions even though were not professionally qualified they were providing counseling service with the current qualification to proceed their responsibility at minimum. But for successful implementation and to apply as the required need of the CT it remains more.

As Table 7 indicated, under the item 7.A There is enough collaborative application of CT between TVET institutions and industry here among the respondents 56 (30%) of the trainees, 5 (14%) of the trainers neither of the vocational counselors answered Strongly Disagree. In relation to this 41 (22%) of the trainees, 16 (46%) of the trainers excluding the vocational councilors answered Disagree about the same item were asked. In connection to this, 36 (19%) of the trainees 8 (23%) of the trainers and 1 (20%) of the vocational counselors answered Not Sure. Parallel to this 36 (19%) of the trainees, 5 (14%) of trainers and also 2 (40%) of the vocational counselors answered Agree. The remaining 17 (9%) of the trainees, 1 (3%) of the trainers in addition 2 (40%) of the vocational counselors answered Strongly Agreed on the item asked to be analyzed on the facilitation of collaborative of TVET institutions and CT offering organizations.

**Table 7. Stake holders' participation in CT**

No	Questionnaire items	Measuring scales	Respondents						Total Respondents		Rank order
			Trainees		Trainers		Voc/coun		FR.	%	
			FR.	%	FR.	%	FR.	%			
7.A	There is enough collaborative application of CT between institution and industry	SD	56	30	5	14	0	0	61	26.99	1
		D	41	22	16	46	0	0	57	25.22	2
		NS	36	19	8	23	1	20	45	19.91	3
		A	36	19	5	14	2	40	43	19.03	4
		SA	17	9	1	3	2	40	20	8.85	5
		Total	186	100	35	100	5	100	226	100	
7.B	Participation of private sectors in CT affairs is highly involved	SD	58	31	9	26	0	0	67	29.65	1
		D	43	23	10	29	0	0	53	23.45	2
		NS	33	18	8	23	1	20	42	18.58	3
		A	35	19	4	11	1	20	40	17.70	4
		SA	17	9	4	11	3	60	24	10.62	5
		Total	186	100	35	100	5	100	226	100	
7.C	Most organizations are willing to accept trainees for CT	SD	23	12	1	3	0	0	24	10.62	5
		D	31	17	7	20	0	0	38	16.81	4
		NS	42	23	7	20	2	40	51	22.57	2
		A	53	28	11	31	2	40	66	29.20	1
		SA	37	20	9	26	1	20	47	20.80	3
		Total	186	100	35	100	5	100	226	100	
7.D	The capacity of organizations to accept trainees for CT is satisfactory	SD	53	28	9	26	3	60	65	28.76	1
		D	48	26	11	31	1	20	60	26.55	2
		NS	29	16	9	26	1	20	39	17.26	3
		A	29	16	2	6	0	0	31	13.72	4
		SA	27	15	4	11	0	0	31	13.72	4
		Total	186	100	35	100	5	100	226	100	

Key. SD→ Strongly agree, D→ Disagree NS→ Not sure A→ Agree SA→ Strongly agree

In case of participation of private sectors in CT affairs is highly involved, among the respondents 58 (22%) of the trainees, 9 (26%) of the trainers excluding the vocational counselors gave their choice Strongly Disagree. From the respondents 43 (23%) of the trainees, 10 (29%) of the trainers and 0% of the vocational counselors gave their response Disagree. In the other hand 33 (18%) of trainees, 8 (23%) of the trainers and 1 (20%) of the vocational counselors responded Not sure on the item requested to be answered. Referring on the item 35 (19%) of the trainees, 4 (11%) of trainers and 1 (20%) of the vocational counselors answered Agree. Finally, 17 (9%) of the trainees, 4 (11%) of the trainers as well as 3 (60%) of the vocational counselors answered Strongly Agreed on the item involved to request on the response.

In case of the item 7.C to understand the willingness of the organizations to accept trainees 23 (12%) of the trainees, 1(3%) of the trainers without including the vocational counselors answered Strongly Disagree. On the same item 31 (17%) of the trainees, 7 (20%) of the trainers and without the vocational

counselors responded Disagree. From the respondents 42 (23%) of the trainees, 7 (20%) of the trainers in addition 2 (40%) of the vocational counselors answered Not Sure about the willingness of the organizations to accept trainee for CT. However, 53 (28%) of the trainees, 11 (31%) of the trainers and including 2 (40%) of the vocational counselors responded Agree. Lastly, 37 (20%) of the trainees, 9 (26%) of the trainers and 1 (20%) of the vocational counselors responded Strongly Agreed.

Referring the capacity of organizations to accept trainees for CT 53 (28%) of the trainees, 9 (26%) of the trainers in addition 3 (60%) of the vocational counselors said Strongly Disagree. About 48 (26%) of the trainees, 11 (31%) of the trainers as well as 1 (20%) of the vocational counselors said Disagree. In the same item 29 (16%) of the trainees, 9 (26%) of the trainers in addition 1 (20%) of the vocational counselors said Not sure. Where as, 29 (16%) of the trainees, 2 (6%) of the trainers none of the vocational counselors said Agree. Similarly, 27 (15%) of the trainees, 4 (11%) of the trainers and (0%) of the vocational counselors said Strongly Agreed too.

Regarding the stakeholders' participation on CT an interview was made to outcome based coordinators and CT offering organizations. Even though there is willingness to accept trainees the capacity and the collaborative work is inadequate. An observation was conducted in different cooperative providing organizations; except few majorities of the firms could not able to feed the required skills and from the data collected any one can suggest that the capacity of the organizations for providing CT is unsatisfactory and this is what makes certain the rank order too. The review literature stated, from the experiences of other countries which provide CT like Germany, Philippines, and France... Stake holders' participation in CT is vital. The stake holder's participation focuses on covering the expenses of the training materials, pays salary to trainees, prepared the curriculum based demand driven, and certifies the performance of the trainees by applying the occupational standards. Comparing with the experienced countries; our country still remains more in the application of CT.

**Table 8. Awareness of stake holders to CT**

No	Questionnaire items	Measuring scales	Respondents						Total respondents		Rank order
			Trainees		Trainers		Voc/coun		FR.	%	
			FR.	%	FR.	%	FR.	%			
8.A	The TVET program for CT is acceptable by the stake holders	SD	63	35	14	40	3	60		35.40	1
		D	49	26	10	29	1	20	60	26.55	2
		NS	32	17	3	9	1	20	36	15.93	3
		A	23	12	4	11	0	0	27	11.95	4
		SA	19	10	4	11	0	0	23	10.18	5
		Total	186	100	35	100	5	100	226	100	
8.B	The stake holders have a good participation on facilitating CT	SD	60	33	10	29	3	60	73	32.30	1
		D	54	29	9	26	2	40	65	28.76	2
		NS	30	16	8	23	0	0	38	16.81	3
		A	25	13	4	11	0	0	29	12.83	4
		SA	17	9	4	11	0	0	21	9.29	5
		Total	186	100	35	100	5	100	226	100	
8.C	The stakeholders have fully discussed before the implementation of the CT	SD	79	42	16	46	3	60	98	43.36	1
		D	40	22	6	17	2	40	48	21.24	2
		NS	34	18	6	17	0	0	40	17.70	3
		A	20	11	4	11	0	0	24	10.62	4
		SA	13	7	3	9	0	0	16	07.08	5
		Total	186	100	35	100	5	100	226	100	
8.D	The stake holders are well informed about the CT	SD	50	27	9	26	2	40	61	26.99	1
		D	48	26	10	29	2	40	60	26.55	2
		NS	36	19	5	14	1	20	42	18.58	3
		A	27	15	6	17	0	0	33	14.60	4
		SA	25	13	5	14	0	0	30	13.27	5
		Total	186	100	35	100	5	100	226	100	

Key. SD→ Strongly agree, D→ Disagree NS→ Not sure A→ Agree SA→ Strongly agree

Regarding the awareness of stakeholders to CT in item 8.A TVET program for CT is accepted by the stakeholders; on this concept considerable amount of respondents 63 (35%) of the trainees, 14 (40%) of the trainers including 3 (60%) of the vocational counselors filled Strongly Disagree. Furthermore, 49 (26%) of the trainees, 10 (29%) of the trainers and 1 (20%) of the vocational counselors also filled Disagree. Whereas, 32 (17%) of the trainees, 3 (9%) of the trainers, and 1 (20%) of the vocational counselors filled Not sure. On the other hand, 23 (12%) of the trainees, 4 (11%) of the trainers, and (0%) of vocational counselors filled Agree. Finally, 19 (10%) of the trainees, 4 (11%) of the trainers, including (0%) of the vocational counselors filled Strongly Agreed on the same concept which has discussed.

In case of the stake holders have a good participation on facilitating CT 60 (33%) of the Trainees, 10 (29%) of the trainers and 3 (60%) of the vocational counselors indicated Strongly Disagree. Where as

54 (29%) of the Trainees, 9 (26%) of the trainers and 2 (40%) of the vocational counselors indicated Disagree on the same idea. Besides, 30 (16%) of the Trainees, 8 (23%) of the trainers and none of vocational counselors indicated Not sure on the participation of stake holders. But a minimum respondents 25 (13%) of the Trainees, 4 (11%) of the trainers and neither of vocational counselors indicated Agree there is good participation on CT and finally the remaining insignificant respondents 17 (9%) of the Trainees, 4 (11%) of the trainers and (0%) of the vocational counselors indicated Strongly Agreed on the same concept has discussed.

To grasp that stake holders have fully discussed before the implementation of CT a considerable amount of respondents that is 79 (42%) of the trainees, 16 (46%) of the trainers and 3 (60%) of the vocational counselors filled in the item Strongly Disagree that stake holders were not discussed before the implementation of the CT. Similarly, 40 (22%) of the trainees, 6 (17%) of the trainers and 2 (40%) of the vocational counselors filled in the item Disagree. But insignificant amount of the respondents 34 (18%) of the trainees, 6 (17%) of the trainers and 0% of the vocational counselors filled in the item Not sure. A few amount of respondents 20 (11%) of the trainees, 4 (11%) of the trainers neither of vocational counselors filled Agree. Finally, inconsiderable amount 13 (7%) of the trainees, 3 (9%) of the trainers and none of the vocational counselors filled Strongly Agreed on the item requested to be responded.

As revealed from the table 8 in an item 8.D, concerning the stake holders are well informed about the CT most of the respondents 50 (27%) of the trainees, 9 (26%) of the trainers and 2 (40%) of the vocational counselors responded Strongly Disagree. In addition, 48 (26%) of the trainees, 10 (29%) of the trainers and 2 (40%) of the vocational counselors responded Disagree. Whereas 36 (19%) of the trainees, 5 (14%) of the trainers and 1 (20%) of the vocational counselors responded Not sure. On the other hand, 27 (15%) of the trainees, 6 (17%) of the trainers and excluding the vocational counselors responded Agree. Similarly, a few respondents 25 (13%) of the trainees, 5 (14%) of the trainers and neither of the vocational counselors responded Strongly Agreed on the idea were asked to be answered.

As the review literature stated stake holders have great contribution in facilitating CT in all aspects of resources contribution like material, financial and human. Even though, could be participated in preparation and development of curriculum of the training institution. However, the awareness on

TVET program was very low and still yet not informed and made any discussion in the application of CT. Interviews was made for CT providing organizations and outcome-based coordinators regarding the concept and forwards their idea the same as the respondents. Hence, it might have influence in the application of CT.

**Table 9. The relevance of program and curriculum on CT**

No	Questionnaire items	Measuring scales	Respondents						Total respondents		Rank order
			Trainees		Trainers		Voc/coun		FR.	%	
			FR.	%	FR.	%	FR.	%			
9.A	The curriculum is flexible to adapt the current situation of CT	SD	41	22	7	20	2	40	50	22.12	2
		D	55	30	14	40	2	40	71	31.42	1
		NS	27	15	6	17	1	20	34	15.04	4
		A	35	19	5	14	0	0	40	17.70	3
		SA	28	15	3	9	0	0	31	13.72	5
		Total	186	100	35	100	5	100	226	100	
9.B	There is a linkage of theory and practical work during CT	SD	28	15	10	29	0	0	38	16.81	4
		D	41	22	8	23	1	20	50	22.12	2
		NS	34	18	4	11	0	0	38	16.81	4
		A	53	29	7	20	1	20	61	26.99	1
		SA	30	16	6	17	3	60	39	17.26	3
		Total	186	100	35	100	5	100	226	100	
9.C	You can find relevant organizations to conduct CT related to your occupation	SD	62	33	14	40	2	40	78	34.51	1
		D	42	23	7	20	1	20	50	22.12	2
		NS	20	11	7	20	0	0	27	11.95	5
		A	26	14	4	11	0	0	30	13.27	4
		SA	36	9	3	9	2	40	41	18.14	3
		Total	186	100	35	100	5	100	226	100	
9.D	The delivery of CT the is applied depending on curriculum and interest of trainees	SD	52	28	11	31	0	0	63	27.88	1
		D	45	24	9	26	1	20	55	24.34	2
		NS	34	18	3	9	0	0	37	16.37	4
		A	31	17	8	23	2	40	41	18.14	3
		SA	24	13	4	11	2	40	30	13.27	5
		Total	186	100	35	100	5	100	226	100	
9.E	CT placement is applicable and matched with the curriculum learned in the TVET institution	SD	54	29	9	26	2	40	65	28.76	1
		D	39	21	10	29	2	40	51	22.57	2
		NS	28	15	6	17	1	20	35	15.49	5
		A	31	17	6	17	0	0	37	16.37	4
		SA	34	18	4	11	0	0	38	16.81	3
		Total	186	100	35	100	5	100	226	100	

Key. SD→ Strongly agree, D→ Disagree NS→ Not sure A→ Agree SA→ Strongly agree

On the above Table 9 that shows the curriculum is flexible to adapt the current situation of CT 41 (22%) of the trainees, 7 (20%) of the trainers and 2 (40%) of the vocational counselors answered Strongly Disagree. Similarly, 5 (30%) of the trainees, 14 (40%) of the trainers and 2 (40%) of the vocational counselors answered Disagree on the same idea. Furthermore, 27 (15%) of the trainees with 6 (17%) of the trainers and 1 (20%) of the vocational counselors answered Not Sure. Whereas, 35(19%) of trainees, 5 (14%) of the trainers and none of vocational counselors answered Agree. Finally, 28 (15%) of the trainees, 3 (9%) of the trainers and excluding of vocational counselors answered Strongly Agreed respectively on the questionnaire requested to be filled.

In considering the linkage of theory and practical work during CT, 28 (15%) of the Trainees and 10 (29%) of the trainers said Strongly Disagree. At the same time, 41 (22%) of the trainees, 8 (23%) of the trainers and 1 (20%) of the vocational counselors said Disagree. On the same item discussed 34 (18%) of the trainees, 4 (11%) of the trainers and none of the vocational counselors said Not sure on the linkage of theory and practical work. Differently, 53 (29%) of the trainees, 7 (20%) trainers and 1 (20%) of the Vocational counselors said Agree on the question were asked to be respond, and the remaining respondents 30 (16%) of the trainees, 6 (17%) of the trainers and 3 (60%) of the vocational counselors said Strongly Agreed respectively.

In an item 9.C which indicated that the trainees can find relevant organizations to conduct CT related the occupation most of participants 62 (33%) of the trainees, and 14 (40%) of the trainers and 2 (40%) of the vocational counselors answered Strongly Disagree relevant organizations couldn't find to conduct CT. Similarly, 42 (23%) of the trainees, 7 (20%) of the trainers and 1 (20%) of the vocational counselors answered Disagree .A few of the respondents which is considered in the item to be responded 20 (11%) of the trainees and 7 (20%) of the trainers answered Not sure. Insignificant amount of the respondents 26 (14%) of the trainees, 4 (11%) of trainers as well as (0%) of the vocational counselors answered Agree. Finally, 36 (19%) of the trainees, 3 (9%) of the trainers the same as 2 (40%) of the vocational counselors answered Strongly Agreed on the concept were asked to response.

As the data showed from Table 9 , in item 9.D the delivery of CT is depending on curriculum and need of trainees 52 (28%) of the trainees and 11 (31%) of the trainers responded consecutively, Strongly Disagree. Moreover, 45 (24%) of the trainees, 9 (26%) of the trainers and 1 (20%) of the vocational counselors responded Disagree. On the other side, 34(18%) of the trainees, 3 (9%) of the trainers and neither of the vocational counselors responded Not sure. Whereas, 31 (17%) of the trainees, 8 (23%) of the trainers and 2 (40%) of the vocational counselors responded Agree on the delivery of curriculum. At the end, 24 (13%) of the trainees 4 (11%) of the trainers and 2 (40%) of the vocational counselors responded Strongly Agreed.

In an item 9.E, concerning CT placement is applicable and matched with the curriculum learned in the TVET institution 54 (29%) of the trainees, 9(26%) of the trainers in the same way 2 (40%) of the

vocational counselors replied Strongly Disagree. On the other hand, 39 (21%) of the trainees, 10 (29%) trainers as well as 2 (40%) of the vocational counselors replied Disagree.

A considerable number 28 (15%) of the trainees, 6 (17%) of the trainers in addition 1 (20%) of the vocational counselors replied Not sure. About 31 (17%) of the trainees, 6 (17%) of the Trainers excluding vocational counselors replied Agree. Finally, 34 (18%) of the trainees, 4 (11%) of the trainers and neither of the vocational counselors replied Strongly Agreed in the item were asked.

A model training curriculum based on competence requirements set by industry and reflected in occupational standards approved by the ministry of education. A training plan that is designed by the TVET institution in partnership with the cooperating partner establishment. The ratio of theory to practice in the training plan is dependent on the occupation. Theory is taught and then practiced in the work place.

An interview was conducted concerning the relevance of program and curriculum on CT the organizations assured that don't have any knowledge about the curriculum given in the TVET institution as well as the rank order secured the evidence. Hence, the quality of CT is degraded.

**Table 10. Regarding qualified supervisor assigned in organizations during CT**

No	Questionnaire items	Measuring scales	Respondents						Total respondents		Rank order
			Trainees		Trainers		Voc/coun		FR.	%	
			FR.	%	FR.	%	FR.	%			
10.A	Supervisors are well qualified and competent to scale up the skill of trainees	SD	61	33	11	31	0	0	72	31.86	1
		D	36	19	9	26	1	20	46	20.35	3
		NS	22	12	2	6	1	20	25	11.06	4
		A	41	22	11	31	3	60	55	24.34	2
		SA	26	14	2	6	0	0	28	12.39	5
		Total	186	100	35	100	5	100	226	100	
10.B	Supervisors often communicate with TVET institutions during CT	SD	50	27	6	17	0	0	56	24.79	1
		D	33	18	13	37	0	0	46	20.35	4
		NS	39	21	6	17	2	40	47	20.80	3
		A	45	24	8	23	2	40	55	24.34	2
		SA	19	10	2	6	1	20	22	9.73	5
		Total	186	100	35	100	5	100	226	100	
10.C	Professional assistance (supervisors) placed that coordinate CT have full knowledge on the curriculum offered in TVET institutions	SD	29	15	11	31	0	0	40	17.70	4
		D	46	25	8	23	0	0	54	23.89	2
		NS	46	25	4	11	2	40	52	23.01	3
		A	44	24	9	26	3	60	56	24.79	1
		SA	21	11	3	6	0	0	24	10.62	5
		Total	186	100	35	100	5	100	226	100	

Key. SD→ Strongly agree, D→ Disagree NS→ Not Sure A→ Agree SA→ Strongly Agree

As Table 10 stated, to approve whether Supervisors are well qualified and competent to scale up the skill of the trainees that 61 (33%) of the trainees and 11 (31%) of the trainers choice Strongly Disagree respectively. In the same item 36 (19%) of the trainees, 9 (26%) of the trainers and 1 (20%) of the vocational councilors choice Disagree. 22 (12%) of the trainees, 2 (6%) of trainers and 1 (20%) of the vocational counselors choice Not sure. 41 (22%) of the trainees, 11 (31%) of the trainers including 3 (60%) of the vocational counselors choice Agree. Further more, 26 (14%) of the trainees and 2 (6%) of the trainers choice Strongly Agreed.

In case of investigating Supervisors often communicate with TVET institutions during CT 50 (27%) of the trainees and 6 (17%) of the trainers choice Strongly Disagree. In the same item 33 (18%) of the trainees, 13 (37%) of the trainers and with out of vocational councilors choice Disagree. 39 (21%) of the trainees, 6 (17%) of the trainers and 2 (40%) of the vocational counselors choice Not Sure. On the other hand, 45 (24%) of the trainees and 8 (23%) of the trainers as well as 2 (40%) of the vocational counselors responded Agree. Further more, 19 (10%) of the trainees, 2 (6%) of the trainers and 1 (20%) of the vocational counselors choice Strongly agree.

To analysis the professional assistance (supervisor) placed that coordinate CT have full knowledge on the curriculum offered in TVET institutions on this item 44 (24%) of trainees, 11 (31%) of the trainers and 3 (60%) of the vocational councilors choice Strongly Disagree. Whereas, 46 (25%) of the trainees, 8 (23%) of the trainers excluding vocational councilors choice Disagree. 46 (25%) of trainees, 4 (11%) of the trainers 2 (40%) of the Vocational councilors choice Not sure. On the other side 29 (15%) of the Trainees, 9 the (26%) of Trainers similarly none of vocational councilors choice Agree. The remaining 21 (11%) of the Trainees 3 (6%) of the trainers none of the vocational councilors choice Strongly Agreed.

A Training coordinator, an enterprise-based supervisor or senior worker ensuring that the trainees acquire the required work-based competencies indicated in the training plan. The professional assistance (supervisor) placed that coordinate CT have full knowledge on the curriculum offered in TVET institutions and should be graduated with special skill rather than other fields. At the time of interview supervisors assigned to follow up trainees during CT almost all who had enough time to control rather than the required skill. The controversy indicates most of the professional assistance

does not have the required skill and this might be happen deterioration in the quality of TVET program particularly in the CT.

**Table 11. The existence of well equipped and competent trainees after CT is completed**

No	Questionnaire items	Measuring scales	Respondents						Total respondents		Rank Order
			Trainees		Trainers		Voc/coun		FR.	%	
			FR.	%	FR.	%	FR.	%			
11.A	Monitor and evaluate Trainees performance progress is made frequently	SD	84	45	16	46	3	60	103	45.58	1
		D	63	33	16	46	1	20	80	35.40	2
		NS	18	10	3	9	1	20	22	9.73	3
		A	14	8	0	0	0	0	14	6.19	4
		SA	7	4	0	0	0	0	7	3.06	5
		Total	186	100	35	100	5	100	226	100	
11.B	Trainees have effective Training skills after the implementation of CT	SD	53	28	17	49	2	40	72	31.86	1
		D	52	28	6	17	2	40	60	26.55	2
		NS	20	11	5	14	1	20	26	11.50	5
		A	35	19	5	14	0	0	40	17.70	3
		SA	26	14	2	6	0	0	28	12.39	4
		Total	186	100	35	100	5	100	226	100	
11.C	Quality ,relevance as well as efficiency of graduates is acceptable by labor market	SD	62	33	10	29	4	80	76	33.63	1
		D	47	25	9	26	0	0	56	24.79	2
		NS	32	17	5	14	0	0	37	16.37	3
		A	20	11	6	17	1	20	27	11.95	5
		SA	25	14	5	14	0	0	30	13.27	4
		Total	186	100	35	100	5	100	226	100	

Key. SD→ Strongly agree, D→ Disagree NS→ Not sure A→ Agree SA→ Strongly agree

An examination of the availability of well equipped and competent trainees after CT is completed to describe on this idea Table11, item 11.A Monitor and evaluate Trainees performance progress is made frequently majority of the participants 84 (45%) of the trainees, 16 (46%) of the trainers and 3 (60%) of the vocational counselors responded Strongly Disagree on the question were asked to be answered. A considerable amount of the respondents 63 (33%) of the trainees, 16 (46%) of the trainers as well as 1 (20%) of the vocational counselors responded Disagree. Insignificant amount of respondents, 18 (10%) of trainees, 3 (9%) of the trainers as well as 1 (20%) of the vocational counselors responded Not sure on the idea requested to be responded. Under this item 14 (8%) of the trainees, neither of the trainers and vocational counselors responded Agree. Whereas, 7 (4%) of the trainees, except the trainers and the vocational counselors responded strongly agree on the same item discussed before.

To investigate the effectiveness of Training skills after the implementation of CT 53 (28%) of the trainees, 17 (49%) of the trainers and 2 (40%) of the vocational counselors responded Strongly Disagree. In the same item 52 (28%) of the trainees, 6 (17%) of the trainers as well as 2 (40%) of the

vocational counselors responded Disagree. But insignificant amount of 20 (11%) of the trainees, 5 (14%) of the trainers including 1 (20%) of the vocational counselors responded Not Sure in the effectiveness of training skills after the implementation of CT. The remaining few respondents 35 (19%) of the trainees and 5 (14%) of the trainers, as well as 26 (14%) of the trainees and 2 (6%) of the trainers responded Agree and Strongly Agreed respectively on the item were asked to response.

In an item 11.C to analysis the quality, relevancy as well as the efficiency of the graduates after completing the CT in the labor market; Among the respondents, majority 62 (33%) of the trainees, 10 (29%) of the trainers and 4 (80%) of the vocational counselors gave their answer Strongly Disagree .A considerable number 47 (25%) of the trainees, 9 (26%) of the trainers gave their answer Disagree .There were also 32 (17%) of trainees, 5 (14%) of trainers gave their answer Not sure on the idea were asked to respond. A small amount of the participants 20 (11%) of the trainees, 6 (17%) of the trainers and 1 (20%) of the vocational counselors gave their answer Agree .Finally, 25 (14%) of the trainees and 5 (14%) of the trainers also gave their answer Strongly Agreed on the same item previously discussed.

Cooperative training is a training provided in cooperation between employers (i.e. systematic training at a specific work place/in the work process/workshop) and a TVET institution (i.e. classroom, laboratories, and workshop). Cooperative training usually takes the form of training at a (public, non-public or NGO) TVET institution for part of the time, and at an enterprise (apprenticeship/internship, Cooperative training) for the remainder of the school year, i.e. training that takes place alternately in a school environment and in the real-life environment of the workplace. Partners in cooperative training are the trainee, a TVET institution and an enterprise. The interview made for organizations also a supplementary to the previous idea organizations are willing and voluntary to accept trainees for CT but their capacity remains absolutely poor to train effectively, based on the findings it is difficult to get well equipped and competent trainees after CT is completed. Further more, during the observation there are also in sufficient and not convenient workshops that help the trainees to be competent in the labor market. The rank order also approved most respondents selected strongly disagree and disagree on the availability of well equipped in practical skills and competent trainees after CT is completed.

.Consequently, 35 (19%) of the trainees and excluding the vocational counselors revealed High. The remaining insignificant respondents 9 (5%) of the trainees and neither of the vocational counselors revealed Very high on the same idea raised to be discussed.

In an item 13.D the Trainers can do follow-up on the progress of the trainees in the class and during CT according the curriculum insignificant amount of respondents 29 (16%) of the trainees and 0% of the vocational counselors responded Very Low. For the same concept, 49 (26%) of the trainees and 1 (20%) of the vocational counselors responded Low. Some of the respondents that 56 (30%) of the trainees and 1 (20%) Of the vocational counselor responded Moderate on the same idea asked to be requested. Few of the respondents 30 (16%) of the trainees and 2 (40%) of the vocational counselors responded High. Finally, the remaining insignificant respondents 22 (12%) of the trainees and 1 (20%) of the vocational counselors responded Very High.

In Table 13 Concerning the Trainers are prepared a plan for CT, majority 73 (39%) of the trainees and 1 (20%) of the vocational counselors replied Very Low. A considerable amount of the trainees that is 60 (32%) and 2 (40%) of the vocational counselors replied Low and also 45 (24%) of the trainees and 2 (40%) of the vocational counselors replied Moderate. Inconsiderable amount 5 (3%) of the trainees and none of the vocational counselors replied High. Out of the respondents, 3 (2%) of the trainees and neither of the vocational counselors replied Very High.

The literature part specified, a trainer is expected to be equipped with techniques like curriculum development, assessing training needs, preparing training materials and plans, have knowledge of field level realities and the practical skill, using multimedia and other participative techniques and so on. If one out of these abilities in trainers is missing, it loses the sharpness, focus and the purpose essential for training in-service adults. The success of training and development strategies to a large extent depends upon the knowledge, the skill, the commitment and the dedication of the trainers. Unfortunately, in cooperative training too, as in other activities, the emphasis is more on other things than on competence.

From the view point of interview, the outcome coordinators forward their idea on the availability of well qualified and competent trainer's majority of the trainers have diploma level. The trainees are also

attending the same level as the trainers .the qualification of the trainers needed for this level should be degree and above. Therefore, with this level the training is not going to achieve the expected goal.

**Table14. Trainees performance during CT.**

No	Questionnaire items	Measuring scales	Respondents						Total Respondents		Rank order
			Trainees		Trainers		Voc/coun		FR	%	
			FR	%	FR	%	FR	%			
14.A	Well Motivated and wants to perform the task and duties on time	VL	-	-	2	6	0	0	2	5.00	4
		L	-	-	7	20	0	0	7	17.50	3
		M	-	-	0	0	0	0	0	0	5
		H	-	-	14	40	3	60	17	42.50	1
		VH	-	-	12	34	2	40	14	35.00	2
		Total	-	-	35	100	5	100	40	100	
14.B	Involve to help others Employee during Difficulty	VL	-	-	3	9	0	0	3	7.50	4
		L	-	-	6	17	0	0	6	15.00	3
		M	-	-	2	6	1	20	3	7.50	4
		H	-	-	14	40	2	40	16	40.00	1
		VH	-	-	10	29	2	40	12	30.00	2
		Total	-	-	35	100	5	100	40	100	
14.C	Can accomplish effectively the task and duties	VL	-	-	1	3	0	0	1	2.50	4
		L	-	-	9	26	0	0	9	22.50	2
		M	-	-	17	49	1	20	18	45.00	1
		H	-	-	7	20	2	40	9	22.50	2
		VH	-	-	1	3	2	40	3	7.50	3
		Total	-	-	35	100	5	100	40	100	

Key . VL→ Very low, L→ Low, M→ Medium, H→ High, VH →Very high

In an item 14.A to identify the trainees are well motivated and want to perform the tasks and duties on time very few in number of the trainers that is 2 (6%),7 (20%),and none of preferred Very low , low and Moderate respectively. Majority of the trainers 14 (40%) and 3 (60%) of the vocational counselors preferred High and lastly only 12 (34%) the trainers and 2 (40%) of the vocational counselors preferred Very High.

Regarding the involvement of trainees to help other employee during difficulty very few trainers 3 (9%) suggested Very Low on the item and 6 (17%) of the trainers also suggested Low. But of the 2 (6%) trainers and 1 (20%) of the vocational counselors also suggested Moderate on the involvement of the trainees to help others. On the other hand, majority of the participants that is 14 (40%) of the trainers and 2 (40%) of the vocational counselors suggested High and the remaining significant amount

10 (29%) of the trainers and 2 (40%) of the vocational counselors suggested Very High on the idea just has discussed.

For accomplishment of tasks and duties from the respondents 1 (3%) of the trainers and none of the vocational councilors revealed Very Low. Similarly, 9 (26%) of the trainers and without including of the vocational counselors revealed Low. A large number of respondents 17 (49%) of the trainers and 1 (20%) of vocational counselors revealed Moderate on the item asked .To the contrary, inconsiderable amount of the trainers 7 (20%) and 2 (40%) of the vocational counselors revealed High. Moreover, 1 (3%) of the trainers and 2 (40%) of the vocational counselors responded High and finally only 1 (3%) of the trainers and 2 (40%) of the vocational counselors revealed Very High.

According the Cooperative Frame Work of 2008, the trainees have the following duties and tasks:- achieving training objectives, Performing assigned tasks diligently, Writing regular reports on enterprise-based training and on in-school, Following supervisors' instructions training, Handling enterprise equipment and machinery with care, Following safety regulations applicable to the workplace, Refraining from sharing enterprise secrets with others, Attending classes at the TVET institution/college and training periods at other training locations regularly. Similarly, from the view point of the interview outcome-based coordinators and organizations argued positively on Trainees interests during CT. Therefore, from the data obtain one can conclude the trainees are well motivated to perform the tasks and duties. More over, the trainees are highly involved to help others during difficulty and more skill full to accomplish effectively the task and duties.

**Table15. Regarding work ethics of trainees during CT**

No	Questionnaire items	Measuring scales	Respondents						total Respondents		Rank order
			Trainees		Trainers		Voc/coun		FR.	%	
			FR.	%	FR.	%	FR	%			
15.A	The behavior of trainees act as employee	VL	-	-	2	6	0	0	2	5.00	4
		L	-	-	15	43	1	20	16	40.00	1
		M	-	-	9	26	0	0	9	2.25	5
		H	-	-	5	14	3	60	8	20.00	2
		VH	-	-	4	11	1	20	5	12.50	3
		Total	-	-	35	100	5	100	4	100	
15.B	The carrying of responsibilities as an employee under CT	VL	-	-	4	11	1	20	5	12.50	4
		L	-	-	6	17	0	0	6	15.00	3
		M	-	-	10	29	0	0	10	25.00	2
		H	-	-	14	40	1	20	15	37.50	1
		VH	-	-	1	3	3	60	4	10.00	5
		Total	-	-	35	100	5	100	40	100	
15.C	The ability to keep the security of the organization's affairs	VL	-	-	3	9	0	0	3	7.50	4
		L	-	-	4	11	1	20	5	12.50	3
		M	-	-	7	20	1	20	8	20.00	2
		H	-	-	19	54	2	40	21	52.50	1
		VH	-	-	2	6	1	20	3	7.50	4
		Total	-	-	35	100	5	100	40	100	
15.D	Have devoted and effective time management	VL	-	-	15	43	1	20	16	40.00	1
		L	-	-	9	26	0	0	9	22.50	2
		M	-	-	4	11	0	0	4	10.00	4
		H	-	-	5	14	2	40	7	17.50	3
		VH	-	-	2	6	2	40	4	10.00	4
		Total	-	-	35	100	5	100	100	100	
15.E	Readiness to accept comments and to correct errors	VL	-	-	1	3	0	0	1	2.50	5
		L	-	-	5	14	2	40	7	17.50	4
		M	-	-	7	20	1	20	8	20.00	3
		H	-	-	13	37	2	40	15	37.50	1
		VH	-	-	9	26	0	0	9	22.50	2
		Total	-	-	35	100	5	100	40	100	

Key . VL→ Very low, L→ Low, M→ Medium, H→ High, VH →Very high

As it can be seen in an item 15.A next page which specified the behavior of the trainees act as an employee 2 (6%) of the Trainers and excluding the vocational counselors indicated Very Low. Majority of the respondents 15 (43%) of the trainers and 1 (20%) of the vocational councilors indicated Low. A considerable amount of respondents specifically, 9 (26%) of the trainers and neither Of the vocational counselors also indicated Moderate. The remaining insignificant number of respondents 5 (14%) of the trainers and 3 (60%) of the vocational councilors indicated High and lastly, 4 (11%) of the trainers and 1 (20%) of the vocational councilors indicated Very High.

Under Table 15.B, which indicates the carrying out of responsibilities as an employee when Trainees placed in organization for CT 4 (11%) of the trainers and 1 (20%) of the vocational councilors replied Very Low on the concept were asked to answer. Where as, 6 (17%) of the Trainers and 0% of the vocational councilors replied Low about the idea which tries to clarify on the carrying out of responsibilities as an employee during CT. But a considerable amount of Respondents 10 (29%) of the trainers and 0% Cof the vocational councilors replied Moderate about the idea already identified

through cooperative TVET schemes companies can also to accept comments and correct errors which often lead to employment after graduation. Contribute to the further development of TVET system. (<http://www.twitter.com/cafeuzuri>).

From the view point of interview, CT offering organizations and outcome based coordinators also argued with all aspects requested to be replied instead of time management.

According the data gathered one can say regarding work Ethics of trainees during CT there is an improvement in all aspects like the behavior of the trainees act as an employee requires such arrangements for better performance, the carrying of responsibilities as an employee is fair, the ability to keep the security of the organizations affairs have not seen any problems and the time management which were practiced on CT offering organizations the data indicates there is less effort in time management therefore it needs more communication to be aware on time managements.

## Chapter Five

### Summary, Conclusions, and Recommendations

The study was concerned on factors affecting the implementation of CT. The summary was focused on the purpose of the findings. Based on the findings conclusions are drawn and finally recommendations that are assumed to be useful to avoid the problems are presented.

#### 5.1. Summary of the Findings

According to the analysis made, the summary of the findings are organized as follows.

1. Due to inappropriateness and shortage of materials, machineries, irrelevant and dissimilar materials in CT offering organizations the skill of the trainees was not expected much saleable in the labor market;
2. Professional qualified vocational counselors are not assigned and did not take pedagogical training to help in facilitating CT. So, the role of the vocational counselors in facilitating CT is insignificant;
3. The capacity of organizations is unsatisfactory to create the skills from CT delivery and are not acquiring the necessary knowledge and skills and are not exposed the world of work and learn the occupational practice in a real life situation according to the curriculum and expectation. Then TVET Institutions have been operated cooperative trainings with low effort;
4. Most of the stakeholders have insufficient awareness in the application of CT and are not fully consulted and well informed about CT;
5. Trainees don't receive adequate training and their trainers don't carry out continuous follow-up and supervisions too. Finally, due to the poor skill and ability of the performance the trainees cannot have saleable skills to participate actively in the national and global economy.
6. With respect to their level of academic qualification, majority of the trainers had Diploma and are being trained in level 3, 4 and even in level 5.

6. The vocational counselor is not discharged the various responsibilities and instrumental in facilitating the program and preparing the trainees for CT as expected. The vocational counselor could not give such contributions. Rather, only facilitated the signing of the memorandum of agreement during placement of trainees for CT. So, it is expected more than this for the proper utilization of CT;

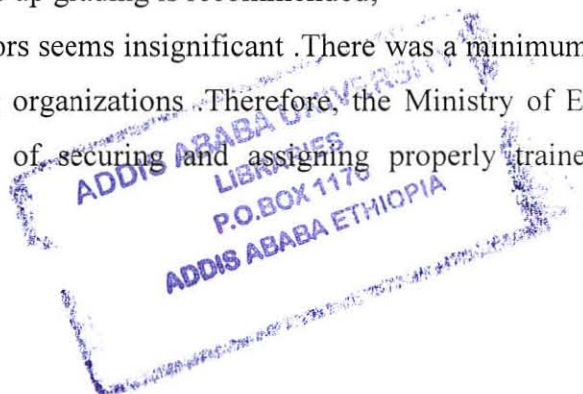
7. The awareness of the stakeholders is found in a lower stage and this has negative influence on the application of CT.

### **5.3. Recommendations.**

One important thing to be noted here is that, there are no best solutions that could improve the application of cooperative training in the organizations all at sudden. Indeed, one cannot expect such a precise list of solutions for all problems that occur concerning the cooperative training in the region. The solutions could be different from organization to organization and even though from location to location. In general, however, the following may be regarded as possible recommendations that will contribute to improve the application of cooperative training in the region. Therefore, based on the summary and conclusions of the study the following possible solutions are recommended.

1. Proper facilities, Machineries, and equipment are necessary for the success of CT. Hence, the enterprise should avail and permit for practicing on cooperative training as much as possible, the important imputes. Moreover, the government has to better encourage the organizations by allowing them privileges such as tax free importation and giving reward;
2. Curriculum could be put into practice better when all participants have say throughout the process of curriculum development. The TVET leaderships and officials at different levels is advisable to involve stakeholders, trainers, and even though trainees in curriculum preparation, development, and implementation;
3. Trainees can better succeed in their fields when they are assigned in a CT providing organizations that carried out tasks similar to the trainees' occupational areas. Hence the TVET institutions take utmost care as much as possible both in selecting enterprises and assigning trainees for CT;

4. The awareness of the stakeholder is low. So, principals, trainers, TVET board members ,regional TVET officials have to strongly conduct awareness creation activities and to make familiar with the laws concerning the CT;
5. Cooperative Training is a cost effective type of training. The success of CT is the result of participation of different sectors .Therefore, financial institutions, enterprises and the general publics contribute their part for the proper implementation of the program. The enterprises and the TVET institutions are better to secure financially to ensure the completion of the enterprise based training (CT);
6. Assigning qualified supervisors during CT in organizations is vital to scale up the skill of the trainees. Hence, Organizations have to assign supervisors that are well experienced regarding the tasks accomplished by the trainees .Also, the TVET institutions has to encourage and work closely with the enterprises supervisors by regularly conducting short meetings and experience sharing;
7. The findings of the study show the academic qualification of the trainers are majority diploma graduates. With this level of competency, it is not expected to facilitate fulfilling the condition which expected from cooperative training. Unless, trainers are equipped with reasonable qualifications; their ability to train has remained questionable and if the quality of the trainers is a suspect and not in conformity with the requirements of the system; the outcome of training provided by them may not necessarily serve the interest of the movement. The MoE and Tigray TVET bureau try utmost to scale-up the competency of the trainers and further up grading is recommended;
8. The current role of the vocational counselors seems insignificant .There was a minimum professional assistance effort in TVET and CT offering organizations .Therefore, the Ministry of Education and Tigray TVET bureau have to find ways of securing and assigning properly trained vocational counselors.



## Bibliography

- African Union. (2007). *Strategy to Revitalize TVET in Africa: paper presented to Ministers of Education*. Addis Ababa: unpublished.
- Agdew R. and Tedla H.(1978).Educational and Occupational Information:General Information for students. Addis Ababa: Addis Ababa:University unpublished.
- Atchoarena, D. and Delluc, A. (2002). Revisiting Technical and Vocational Education and Training in sub-Saharan Africa. Paris: STEDI.
- Barton, P. E. (1996). *Cooperative Education in High School: Promise and Neglect*. Princeton, NJ: Educational Testing Service).
- Brown, S. J. (1984)."*The Influence of Cooperative Education on First Job after Graduation.*" Boston: Northeastern University
- Crow, C.(1997)."*Cooperative Education in the New Millennium.*" *Cooperative Education Experience* Columbia, MD: Cooperative Education Association.
- Daniel G. (2007).*A comparative study apprenticeship training in private TVET Institutions* in Addis Ababa city Administration, Addis Ababa.
- Demeru Y. (2007).*The implementation of Apprentice ship program in TVET curriculum: The case of some selected TVET colleges in Addis Ababa.*
- Derousi, P, and Sherwood, C. S. (1997)."*Community Service Scholarships: Combining Cooperative Education with Service Learning.*" Journal of Cooperative Education.
- Dube, P. E., and Korngold, A. F. (1987)"*Documenting Benefits and Developing Campus and Community Support.*" *InCooperative Education in a New Era*. San Francisco: Jossey-Bass.
- Girma Z. (2010). *Management of work-study program* Addis Ababa University.
- Grossman, G. M.; Warmbrod, C. P.; and Kurth, P. K. (1988). *Post secondary Cooperative Education: An Examination of Survey Results and Policy Implications*. Columbus: Center on Education and Training for Employment, The Ohio State University.
- Grubb, W. N., and Villeneuve, J. C. (1995). *Co-operative Education in Cincinnati*. Berkeley, CA: National Center for Research in Vocational Education.
- Ecdp (MoE,2007). *Hand book of Cooperative Training*. Addis Ababa.

- Federal Democratic Republic of Ethiopia: (2005). *Education Sector Development Program III, 2005/2006 – 2010/2011*.
- Fullen, M. (1991). *The meaning of education change*. London: Cassel.
- Heinemann, H. N., (1988): et al. "*Cooperative Education and the Academy*." Journal of Cooperative Education 24, nos. 2-3 109-119
- Jossey, B. (1987) *Cooperative Education in a New Era*. San Francisco.
- Kothari, C.R. (1990). "*Research Methods and Techniques*". New Delhi: Wishwa Prakashan.
- Leske, G., and Persico, J. (1984) "*Indicators of Quality in Cooperative Vocational Education*." St. Paul: University of Minnesota.
- MoE, (2002). *Ethiopian Technical and Vocational Education and Training Qualification System*, Addis Ababa: Brhanena Selam Printing Press.
- MoE (2006). *National Technical and Vocational Education and Training Strategy*. Addis Ababa: EMPDE.
- MoE (2007). *National Technical and Vocational Education and Training Strategy*. Addis Ababa: EMPDE.
- MoE (2008). *Strategy National Technical & Vocational Education and Training Strategy* 2nd Edition 2 / 52.
- MoE (2008). *Strategy National Technical & Vocational Education and Training Strategy* August 2nd Edition 3 / 52.
- Parsons, C. (1988). "*The Bridge: Cooperative Education for all High School Students*." Washington, DC: William T. Grant Foundation.
- Patterson, S. B., and Mahoney, J. R. (1985). "*Cooperative Education: Lest We Forget*." Community and Junior College Journal 55, no. 6 (18-21).
- Solomon W. (2007). *A comparative study of the implementation of Apprenticeship training program of regular and extension programs*; the case of St. Mary's University, Addis Ababa.
- Seyoum T. and Ayalew S. (1987). "*Fundamental of Education research for students and beginning researchers*." Unpublished, A.A.U.
- Siedenberg, J. M. (1989). "*Isolating Co-op as a Predictor of Monetary Rewards*." Journal of Cooperative Education 25, no. 3 (8-15).

- Smith, T.E (2005). *Introduction to Vocational Education*, (2<sup>nd</sup> edition) St. Paul: West publishing company.
- Teklehaimanot H. (2002). "*Misconceptions on Technical and Vocational Education and Training in Ethiopia*". IER FLAMBEAU Volume 10 No. 1. Addis Ababa: A.A.U.
- TGE (1994). *Education and Training Policy*. Addis Ababa: EMPDA.
- The Engineering Capacity Building Program (ECBP) in Ethiopia (2004). – Road Map 2005 – 2009 *the advantages of integrating enterprise-based training into the existing TVET system*.
- UNESCO/ILO (2002). *Technical and Vocational Education and Training*. Paris: UNESCO.
- UNESCO, (1979). *The Development of Technical and Vocational Education in Africa*. Dakar: UNESCO.
- UNESCO, (1996). *The Development of Technical and Vocational Education in Africa*. Dakar: UNESCO.
- Varty, J. W. (1994). "*Cooperative Education for the '90s and Beyond*." *Co-op/Experience/Co-op* 5, no. 1.
- Venn, G. (1964). *Man, Education, and Work*. Washington D.C: American Council of Education.
- Weintraub, J. I. (1984). *La Guardia Community College Reports on Graduate Placement*. Long Island City, NY: La Guardia Community College.
- Wilson, J. W. (1989) "*What Students Gain from Cooperative Education?*" In *Journal of Cooperative Education* 26, no. 1: 18-25.
- Wilson, J. W. (1989). "*Assessing Outcomes of Cooperative Education*." *Journal of Cooperative Education* 25, no. 2 38-45.
- (<http://www.astd.org>).
- (<http://www.ericdigests.org/2000-2/new.htm>).
- (<http://www.twitter.com/cafeuzuri>).

# APPENDICES

## Appendix I

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTMENT OF EDUCATIONAL VOCATIONAL MANAGEMENT**

Questionnaire on cooperative training to be filled by **Trainees**

DEAR RESPONDENTS

The purpose of this questionnaire is to gather information and opinion about the implementation of Cooperative training program from trainees in Tigray region .Thus, your frank and sincere responses to the items in the question will help to meet the objectives of the study. The information you provide will be kept confidential and used only for the academic purpose.

- I. Please answer all questions thoughtfully and frankly
- II. No need of writing your name
- III. Please be as brief as possible in answering the open ended questions
- V. make” ” in the letter you provide where it is required in closed questions

Thank you in advance for your cooperation!

### **Part I. personal Data**

- 1. Name of the TVET institution-----
- 2. Sex.  Male  female
- 3. Age.  Below 20  21-25  26-30  above 30
- 4. The training program offered -----
- 5. Department-----
- 6. The program you attend in level -----
- 7. Residence during CT  Family  Relatives  Rent  other
- 8. Distance during CT-----

## PART II. General questions

The following are a number of points indicating concerning the implementation of the existence of the CT program in Tigray .Hence in your opinion rate the items in 5- points according their adequacy and/or availability

**Attention** 1.Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

No	Questionnaire Items	Measuring scales				
		1	2	3	4	5
2.1	<b>Convenience of the implementation of Cooperative Training</b>					
A	Rotation on various work stations is possible to trainees to get experience and skills					
B	CT gives Sustainable and equitable beneficiary to organizations and trainees					
C	There are laws supporting the implementation of CT in organizations					
D	There are clear criteria set to select CT offering organizations					
2.2	<b>Appropriateness and access of sufficient materials ,machinery during Cooperative Training</b>					
A	Equipment, machineries, and materials are relevant and similar to the occupations for practical training in CT offering organizations					
B	There are sufficient materials in CT offering organizations					
C	Access of work shops are well organized and available in CT offering organizations					
2.3	<b>Concerning placement of trainees to organizations for CT</b>					
A	There are sufficient organizations that provide CT according the curriculum					
B	The time allotted for CT is sufficient to acquire the required knowledge and skills					
C	Trainees assign to each organization for CT Based on their field of study and interest					
2.4	<b>Stake holders participation in CT</b>					
A	There is enough collaborative application of CT between institution and industry					
B	Participation of private sectors in CT affairs is highly involved					
C	Most organizations are willing to accept trainees for CT					
D	The capacity of organizations to accept trainees for CT is satisfactory					
2.5	<b>The role of vocational councilor regarding CT</b>					
A	The vocational councilor is providing counseling service with regard to CT					
B	vocational councilor has made frequent follow up during CT					
C	Professional vocational counselor is placed in TVET institutions that coordinate CT					
2.6	<b>Awareness of stake holders To CT</b>					
A	The TVET program for CT is acceptable by the stake holders					
B	The stake holders have a good participation on facilitating CT					
C	The stakeholders have fully discussed before the implementation of the CT					
D	The stake holders are well informed about the CT					
2.7	<b>The relevance of program and curriculum on CT</b>					
A	The curriculum is flexible to adapt the current situation of CT					
B	There is a linkage of theory and practical work during CT					
C	You can find relevant organizations to conduct CT related to your occupation					

D	The delivery of CT depending on curriculum and need of trainees					
E	CT placement is applicable and matched with the curriculum learned in the TVET institution					
2.8	<b>Regarding qualified supervisor assigned in organizations during CT</b>	1	2	3	4	5
A	Supervisors are well qualified and competent to scale up the skill of trainees					
B	Supervisors often communicate with TVET institutions during CT					
C	Professional assistance (supervisors) placed that coordinate CT have full knowledge on the curriculum offered in TVET institutions					
2.9	<b>The availability of well equipped and competent trainees in skills and knowledge after CT is completed</b>	1	2	3	4	5
A	Monitor and evaluate Trainees performance progress is made frequently					
B	Trainees have effective Training skills after the implementation of CT					
C	Quality ,relevance as well as efficiency of graduates is acceptable by labor market					
2.10	<b>Provision of financial conditions during CT</b>	1	2	3	4	5
A	Organizations contributed money (made financial support) for TVET institutions					
B	Organizations cover the cost of training materials during CT					
C	During CT Trainees have got pocket money as incentives					
2.11	<b>The availability of well qualified and competent trainers</b> 1 .Very low, 2.Low,3. Moderate 4.High 5.Very high	1	2	3	4	5
A	Trainers are well qualified, competent, and motivated to train trainees					
B	Trainers are practically rich enough to train trainees					
C	Trainers are participating in controlling trainees in the class and during CT					
D	Trainers follow up the progress of the trainees in the class and during CT according the curriculum					
E	Trainers prepared plan for CT					

**Appendix II**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES  
DEPARTMENT OF EDUCATIONAL VOCATIONAL MANAGMENT**

Questionnaire on cooperative training to be filled by **Trainers**

DEAR RESPONDENTS

The purpose of this questionnaire is to gather information and opinion about the implementation of Cooperative training program from trainers in Tigray region .Thus, your frank and sincere responses to the items in the question will help to meet the objectives of the study. The information you provide will be kept confidential and used only for the academic purpose.

- I. Please answer all questions thoughtfully and frankly
- II. No need of writing your name
- III. Please be as brief as possible in answering the open ended questions
- V. make” ” in the letter you provide where it is required in closed questions

Thank you in advance for your cooperation!

**Part I. personal Data**

- 1. Name of the TVET institution-----
- 2. Sex.  Male  female
- 3. Age.  20-30  31-40  41-50  above 50
- 4. Your academic qualification.  BA/BSc  MA/MSc  Ph.D  Others
- 5. Your field of specialization-----
- 6. The field your are teaching-----
- 7. Your service years as a. Teacher----- Principal----- educational officer----- Others-----
- 8. Have you ever taken further Training to up grade your qualification?  Yes  no
- 9. Have you ever trained pedagogical Training?  Yes  No

## PART II. General questions

The following are a number of points indicating concerning the implementation of the existence of the CT program in TIGRAY .Hence in your opinion rate the items in 5- points according their adequacy and/or availability

**Attention** 1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

No	Questionnaire Items	Measuring scales				
		1	2	3	4	5
2.1	<b>Convenience of the implementation of Cooperative Training</b>	1	2	3	4	5
A	Rotation on various work stations is possible to trainees to get experience and skills					
B	CT gives Sustainable and equitable beneficiary to organizations and trainees					
C	There are laws supporting the implementation of CT in organizations					
D	There are clear criteria set to select CT offering organizations					
2.2	<b>Appropriateness and access of sufficient materials ,machinery during Cooperative Training</b>	1	2	3	4	5
A	Equipment, machineries, and materials are relevant and similar to the occupations for practical training in CT offering organizations					
B	There are sufficient materials in CT offering organizations					
C	Access of work shops are well organized and available in CT offering organizations					
2.3	<b>Concerning placement of trainees to organizations for CT</b>	1	2	3	4	5
A	There are sufficient organizations that provide CT according the curriculum					
B	The time allotted for CT is sufficient to acquire the required knowledge and skills					
C	Trainees assign to each organization for CT Based on their field of study and interest					
2.4	<b>Stake holders participation in CT</b>	1	2	3	4	5
A	There is enough collaborative application of CT between institution and industry					
B	Participation of private sectors in CT affairs is highly involved					
C	Most organizations are willing to accept trainees for CT					
D	The capacity of organizations to accept trainees for CT is satisfactory					
2.5	<b>The role of vocational councilor regarding CT</b>	1	2	3	4	5
A	The vocational councilor is providing counseling service with regard to CT					
B	vocational councilor has made frequent follow up during CT					
C	Professional vocational councilor is placed in TVET institutions that coordinate CT					
2.6	<b>Awareness of stake holders To CT</b>	1	2	3	4	5
A	The TVET program for CT is acceptable by the stake holders					
B	The stake holders have a good participation on facilitating CT					
C	The stakeholders have fully discussed before the implementation of the CT					
D	The stake holders are well informed about the CT					
2.7	<b>The relevance of program and curriculum on CT</b>	1	2	3	4	5
A	The curriculum is flexible to adapt the current situation of CT					
B	There is a linkage of theory and practical work during CT					
C	You can find relevant organizations to conduct CT related to your occupation					
D	The delivery of CT depending on curriculum and need of trainees					
E	CT placement is applicable and matched with the curriculum learned in the TVET					

	institution					
2.8	<b>Regarding qualified supervisor assigned in organizations during CT</b>	1	2	3	4	5
A	Supervisors are well qualified and competent to scale up the skill of trainees					
B	Supervisors often communicate with TVET institutions during CT					
C	Professional assistance (supervisors) placed that coordinate CT have full knowledge on the curriculum offered in TVET institutions					
2.9	<b>The availability of well equipped and competent trainees in skills and knowledge after CT is completed</b>	1	2	3	4	5
A	Monitor and evaluate Trainees performance progress is made frequently					
B	Trainees have effective Training skills after the implementation of CT					
C	Quality ,relevance as well as efficiency of graduates is acceptable by labor market					
2.10	<b>Provision of financial conditions during CT</b>	1	2	3	4	5
A	Organizations contributed money (made financial support) for TVET institutions					
B	Organizations cover the cost of training materials during CT					
C	During CT Trainees have got pocket money as incentives					
2.11	<b>Regarding work Ethics of trainees during CT</b> 1. Very Low 2. Low 3. Moderate 4. High 5. Very High	1	2	3	4	5
A	The interest of good handling of machineries when trainees are under CT					
B	The behavior of trainees act as employee					
C	The carrying of responsibilities as an employee under CT					
D	The ability to keep the security of the organization's affairs					
E	Have devoted and effective time management					
F	Readiness to accept comments and to correct errors					
G	Sociable to create positive relation ship with others					
2.12	<b>Trainees performance During CT</b> 1. Very Low 2. Low 3. Moderate 4. High 5. Very High	1	2	3	4	5
A	Well Motivated and wants to perform the task and duties on time					
B	Involve to help others Employee during Difficulty					
C	Can accomplish effectively the task and duties					

### Appendix III

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**  
**DEPARTMENT OF EDUCATIONAL VOCATIONAL MANAGMENT**

Questionnaire on cooperative training to be filled by **Vocational counselors**

DEAR RESPONDENTS

The purpose of this questionnaire is to gather information and opinion about the implementation of Cooperative training program from vocational counselors in Tigray region .Thus, your frank and sincere responses to the items in the question will help to meet the objectives of the study. The information you provide will be kept confidential and used only for the academic purpose.

- I. Please answer all questions thoughtfully and frankly
- II. No need of writing your name
- III. Please be as brief as possible in answering the open ended questions
- V. make” ” in the letter you provide where it is required in closed questions

Thank you in advance for your cooperation!

#### **Part I. personal Data**

1. Name of the TVET institution-----
2. Sex.  Male  female
3. Age.  20-30  31-40  41-50  above 50
4. Your academic qualification.  BA/BSc  MA/MSc  Ph.D  Others
5. Your field of specialization-----
6. The field your are teaching-----
7. Your service years as a. Teacher----- Principal----- educational officer----- Others-----
8. Have you ever taken further Training to up grade your qualification?  Yes  no
9. Have you ever trained pedagogical Training?  Yes  No

## PART II. General questions

The following are a number of points indicating concerning the implementation of the existence of the CT program in TIGRAY .Hence in your opinion rate the items in 5- points according their adequacy and/or availability

**Attention** 1. Strongly Disagree 2. Disagree 3. Not Sure 4. Agree 5. Strongly Agree

No	Questionnaire Items	Measuring scales				
		1	2	3	4	5
2.1	<b>Convenience of the implementation of Cooperative Training</b>					
A	Rotation on various work stations is possible to trainees to get experience and skills					
B	CT gives Sustainable and equitable beneficiary to organizations and trainees					
C	There are laws supporting the implementation of CT in organizations					
D	There are clear criteria set to select CT offering organizations					
2.2	<b>Appropriateness and access of sufficient materials ,machinery during Cooperative Training</b>	1	2	3	4	5
A	Equipment, machineries, and materials are relevant and similar to the occupations for practical training in CT offering organizations					
B	There are sufficient materials in CT offering organizations					
C	Access of work shops are well organized and available in CT offering organizations					
2.3	<b>Concerning placement of trainees to organizations for CT</b>	1	2	3	4	5
A	There are sufficient organizations that provide CT according the curriculum					
B	The time allotted for CT is sufficient to acquire the required knowledge and skills					
C	Trainees assign to each organization for CT Based on their field of study and interest					
2.4	<b>Stake holders participation in CT</b>	1	2	3	4	5
A	There is enough collaborative application of CT between institution and industry					
B	Participation of private sectors in CT affairs is highly involved					
C	Most organizations are willing to accept trainees for CT					
D	The capacity of organizations to accept trainees for CT is satisfactory					
2.5	<b>Awareness of stake holders To CT,</b>	1	2	3	4	5
A	The TVET program for CT is acceptable by the stake holders					
B	The stake holders have a good participation on facilitating CT					
C	The stakeholders have fully discussed before the implementation of the CT					
D	The stake holders are well informed about the CT	1	2	3	4	5
2.6	<b>The relevance of program and curriculum on CT</b>					
A	The curriculum is flexible to adapt the current situation of CT					
B	There is a linkage of theory and practical work during CT					
C	You can find relevant organizations to conduct CT related to your occupation					
D	The delivery of CT depending on curriculum and need of trainees	1	2	3	4	5
E	CT placement is applicable and matched with the curriculum learned in the TVET institution					
2.7	<b>Regarding qualified supervisor assigned in organizations during CT</b>					
A	Supervisors are well qualified and competent to scale up the skill of trainees					
B	Supervisors often communicate with TVET institutions during CT					
C	Professional assistance (supervisors)placed that coordinate CT have full knowledge on the curriculum offered in TVET institutions					

2.8	<b>The availability of well equipped and competent trainees in skills and knowledge after CT is completed</b>	1	2	3	4	5
A	Monitor and evaluate Trainees performance progress is made frequently					
B	Trainees have effective Training skills after the implementation of CT					
C	Quality ,relevance as well as efficiency of graduates is acceptable by labor market					
2.9	<b>Provision of financial conditions during CT</b>	1	2	3	4	5
A	organizations contributed money (made financial support) for TVET institutions					
B	Organizations cover the cost of training materials during CT					
C	During CT Trainees have got pocket money as incentives					
2.10	<b>Regarding work Ethics of trainees during CT</b> 1. Very Low      2.Low      3.Moderate      4.High      5.Very High	1	2	3	4	5
A	The interest of good handling of machineries when trainees are under CT					
B	The behavior of trainees act as employee					
C	The carrying of responsibilities as an employee under CT					
D	The ability to keep the security of the organization's affairs	1	2	3	4	5
E	Have devoted and effective time management					
F	Readiness to accept comments and to correct errors					
G	Sociable to create positive relation ship with others					
2.11	<b>Trainees performance During CT</b>					
A	Well Motivated and wants to perform the task and duties on time					
B	Involve to help others Employee during Difficulty					
C	Can accomplish effectively the task and duties					
2.12	<b>The availability of well qualified and competent trainers</b>	1	2	3	4	5
A	Trainers are well qualified, competent, and motivated to train trainees					
B	Trainers are practically rich enough to train trainees					
C	Trainers are participating in controlling trainees in the class and during CT					
D	Trainers follow up the progress of the trainees in the class and during CT according the curriculum	1	2	3	4	5
E	Trainers prepared plan for CT					

Appendix IV

የኒሽርስቲ አዲስ አበባ

ቤት ትም/ቲ ድሕረ ምረቃ

ኮሌጅ ስነ ትምህርትን ስነ ባህሪ ሳይንስን

ዲፓርትመንት ምምሕዳር ሞያዊ(ቮክኒናል) ትምህርቲ

መሰልጠኒ ማእከላት ብዛዕባ ሸርክና ስልጠና (Cooperative Training) አመልካቱ ዝተዳለወ መሕትት (ብሰልጠንቲ)

ዝተከበርኩም ተሳተፍቲ

ዕላማ አዚ መፅናዕቲ ኣብ ክልል ትግራይ ዝርከባ ቴክኒክን ሙያን መሰልጠኒ ማእከላት ህልውን ቐፃላይን ተመራጺ ዝኸውን መፈትሒ ኣብ ኣተገባብራ ሸርክና ስልጠና ንምእካብን ሓበሬታ ንምሃብን ዘዓለመ መፅናዕቲ እዩ።

እዚ ዝካየድ መፅናዕቲ ካብ ትምህርታዊ ረብሓ ሓሊፉ ምስ ውልቃዊ ይኹን ትካላዊ ክብሪ ዝተአሳሰረ ጉዳይ ዘይብሉ ምኳኑ ተገንዚብኩም ንሶም/ሰን ዝህብዎ/ኦ ትክክለኛን እዋኑ ዝሓለወን ምላሽ ነዚ መፅናዕቲ ንምዕዋት መተካእታ ዘይብሉ ሰለዝኹን ቀሪቡ ዘሎ መሕትት ሓላፍነትን ተበግሶን ብዝተመልኦ ምላሽ ብምሃብ ትሕብብርኩም ክትልግሱ ብኸብሪ ይላወቡኩም።

መብርሂ

1. ሽም ምፅሓፍ ኣየድልን
2. ኩሎም ሕቶታት ነዚ መፅናዕቲ ዕውት ንምኳን ማዕረ ረብሓ ስለዘለዎም ከይተመልኦ ዝተርፍ ሕቶ ኣብዚ መፅናዕቲ ኣሉታዊ ፅልዋ ስለዘለዎ ዝኣመንሉ መልሲ ንክምልሱ ይሓትት
3. ኣብቲ ክፍቲ ቦታ ዝምልሱ ዘኣመንሉ መልሲ ንፀር ሓፂርን ክኸውን ይግባእ
4. ዝሕተት ሕቶ ብዝግባእ ኣንቢቦም/ብን ምስተረድኡ/ኣ ኣብቲ ዠቐረበ መማረፂ “✓” ምልክት ይግብሩ/ራ እዚ መሕትት ንምምላእ ብምትሕብባርኩም/ክን ኣቐዲመ የመስግን።

ክፍሊ ሓደ፡- ውልቃዊ መረዳእታ

1. ስም ትካል መሰልጠኒ ማእከል-----
2. ያታ:  ተባዕታይ  ኣንስታይ
3. ዕድመ:  ትሕቲ 20  21-25  26-30  ልዕሊ 30
4. ትስልጥንሉ ትካል ዝህቦ ፕሮግራም ስልጠና .....
5. ዓይነት ሙያ .....
6. ትክታተልዎ ዘለኹም ፕሮግራም-----
7. ኣብ እዋን ሸርክና ስልጠና ምስ መን ትነብሩ?  ምስ ወለዲ  ምስቤተሰብ  ኣብ ኪራይ  ካለኣ8
8. ካብ መንበሪ ናብ ዝለማመድሉ ትካል ዘሎ ርሕቐት  0-1ኪ.ሜ  1-2ኪ.ሜ  2-3ኪ.ሜ  3-4ኪ.ሜ  ልዕሊ 4 ኪ.ሜ

**ክፍለ ክልተ፡- ሓፊሻዊ ሕቶታት**

ካብዚ ንታሕቲ ተዘርዚሮም ዘለው ሕቶታት ብዛዕባ ህልዊ ኣተገባብራ ሽርክና ስልጠና (Cooperative Training) ፕሮግራም ኣብ ክልል ትግራይ ዝገልፁ እዮም። 5+ መማረጊ ረቐቓታት ቀሪቦም ኣለው ካብ ዝቀረቡ መማረጊታት ዝኣመንሉ/ክናሉ ኣብቲ ተዋሂቡ ዘሎ ነጥቢ” ✓” ምልክት ይግበሩ/ራ

**መብርሂ፡-**1. ብጣዕሚ ኣይሰማማዕን 2. ኣይሰማማዕን 3. ርግፀኛ ኣይኮንኩን 4. ይሰማመዕሉ 5. ብጣዕይሰማመዕሉ

ተ. ቁ	ዝቐረቡ ሕቶታት	መቀቓ ነጥብታት				
2.1	<b>ምቕውነት ኣተገባብራ ሽርክና ስልጠና</b>	1	2	3	4	5
ሀ	ሰልጠንቲ ብሽርክና ስልጠና ኣብ ዝተፈላለዩ ትካላት እናተዘዋወሩ ልምድን ክእለትን ንክዕብዩ ይግበር					
ለ	ሽርክና ስልጠና ንትካላትን ንሰልጠንትን ቀፃልን ማዕረግን ተጠቀምቲ ንክኾኑ ይገብር					
ሐ	ሽርክና ስልጠና ኣፈፃፀማ ዝሕግዝ ዝወፀ ሕጊ ኣብ ትካላት ኣሎ					
መ	ሽርክና ስልጠና ዝህቡ ትካላት ንምምራፅ መመልመሊ ረቐቓታት ተነፂሮም እዮም					
2.2	<b>ምህላው ምቕውን እኹልን ማተርያል ማሽነሪን ኣብ እዋን ሽርክና ስልጠና</b>	1	2	3	4	5
ሀ	ኣብ መለማመዲ ትካላት ዝርከቡ መሳርሕታት፣ ማሽነሪታት፣ ምስትመሃርዎ ዓይነት ሙያርክብ ኣለዎም					
ለ	ኣብ ሽርክና ስልጠና ኣብ ልምምድ እዋን ትጥቀምሎም እኩላት ማተርያላት ኣብ ትካላት ይርከቡ					
ሐ	ኣብ እዋን ሽርክና ስልጠና ሰልጠንቲ ትለማመድሎም ሾፓት ምቕዋት ዝተማልኡን ዝተግረዩን እዮም					
2.3	<b>ተለማመድቲ ኣብ ትካላት ንተግባር ልምምድ ምምዳብ</b>	1	2	3	4	5
ሀ	ብካሪክለም መሰረት ንተግባር ልምምድ ዘገልግሉ እኹላት ትካላት ይርከቡ					
ለ	ንሽርክና ስልጠና ዝተመደበ ግዜ ክእለትን ፍልጠትን ተለማመድቲ ንምዕባይ እኹል እዩ።					
ሐ	ብመሰረት ዝሰልጠንኩምሎ ሙያን ምርጫኩምን ንተግባር ልምምድ ናብ ትካላት ትምደቡ					
2.4	<b>ተሳትፎ ወንጌቲ ትካላት ኣብ ሽርክና ስልጠና (ተግባር ልምምድ)</b>	1	2	3	4	5
ሀ	ሽርክና ስልጠና ኣመልኪቲ ኣብ መሰልጠኒ ትካላትን ሰብ ሃፍትን ብቐዕ ዝኾነ ምትሕብባር ኣሎ					
ለ	ናይ ውልቀ ትካላት ኣብ ጉዳይ ሽርክና ስልጠና ብሙሉእነት ተሳትፎ ዮርእዩ እዮም					
ሐ	መብዛሕቲኦም ትካላት ንሽርክና ስልጠና ሰልጠንቲ ምቕባል ፍቓደኛታት እዮም					
መ	ሰልጠንቲ ንሽርክና ስልጠና ተቐቢልካ ምስልጣን ብቐዓት ትካላት ኣፅጋቢ እዩ					
2.5	<b>ፕሮጀክት ካውንስለር ኣብ ሽርክና ስልጠና ዘለዎ ግደ</b>	1	2	3	4	5
ሀ	ብዛዕባ ሽርክና ስልጠና ኣመልኪቲ ፕሮጀክት ካውንስለር ግልጋሎት ምክሪ ይህብእዩ					
ለ	ሽርክና ስልጠና ዝከታተል ብሙያ ዝተመረቐ ፕሮጀክት ካውንስለር ኣብመሰልጠኒ ማእኸላት ኣሎ					
ሐ	ሰልጠንቲ ኣብ ሽርክና ስልጠና እናሃለኹም ፕሮጀክት ካውንስለር ተኸታታሊ ክትትል ዮካይደልኹም					
2.6	<b>ግንዛብ ይግበእና በሃልቲ(stake-holders) ኣብ ሽርክና ስልጠና</b>	1	2	3	4	5
ሀ	ኣብ ሽርክና ስልጠና ፕሮግራም ትስቴሙ ብይግበእና በሃልቲ ተቐባልነት ኣለዎ					
ለ	ኣብ ሽርክና ስልጠና ይግበእና በሃልቲ ፅቡቕ ተሳትፎ ኣለዎም					
ሐ	ሽርክና ስልጠና ቅድሚ ምትግባሩ ይግበእና በሃልቲ ተረዳዲኦምሎ እዩ ዝካየድ					
መ	ብዛዕባ ሽርክና ስልጠና ይግበእና በሃልቲ እኹል ኣፍልጦ ኣለዎም					
2.7	<b>ዝምድና ፕሮግራም ስልጠናን ካሪክለምን ኣብ ሽርክና ስልጠና</b>	1	2	3	4	5
ሀ	ኣብ መሰልጠኒ ማእኸል ዝወሃበ ካሪክለም ትምህርቲ ዝካየድ ምስ ሽርክና ስልጠና ተዋዲዱ እዩ					
ለ	ኣብ ሽርክና ስልጠና ምትሕሓዝ ቲኦሪን ተግባርን ኣሎ					
ሐ	ምስ ትስልጥንዎ ዓይነት ሙያ ዝዛመድ ሽርክና ስልጠና ክህቡ ዝክእሉ ትካላት ይረኽቡ እዮም					
መ	ኣወሃህቦ ሽርክና ስልጠና ብካሪክለም መሰረት ተገይሩ ብድሌት ሰልጠንቲ ይወሃብ					
ሰ	ሽርክና ስልጠና ንምክያድ ትምደቡሉ ትካል ምስትማሃርዎ ካሪክለም ርክብ ኣለዎ					
2.8	<b>ብትካላት ዝምደብ ሽርክና ስልጠና ዝከታተል ብቐዓት ዘለዎ ሱፐርቫይዘር ዝምልከት</b>	1	2	3	4	5

ሀ	ሽርክና ስልጠና ዝከታተሉ ሱፐርቫይዘራት ሙያዊ ክእለት ስልጠንቲ ንምዕባይ ዝሕግዙ እዩም					
ለ	ኣብ እዋን ሽርክና ስልጠና ሱፐርቫይዘራት ምስ መሰልጠኒ ትካላት ርክብ ይፈጥሩ					
ሐ	ሙያዊ ድጋፍ ክህቡ ዝክእሉ ሱፐርቫይዘራት ኣብ መሰልጠኒ ትካልት ዝህሉ ካሪክለም ኣፍልጦ ኣለዎም					
2.9	<b>ብተግባር ዝሰልጡን ተወዳደርትን ዝኾኑ ሰልጠንቲ ምርካብ</b>	1	2	3	4	5
ሀ	ክእለት ሰልጠንቲ ንምዕቃን ክትትልን ቁፅፅርን ብተኸታታሊ ይካየድ					
ለ	ሽርክና ስልጠና ንሰልጠንቲ ኣብ ዕዳጋ ተወዳደርቲ ኮይኖም ንክወፅኡ ይሕግዎም					
ሐ	ብሽርክና ስልጠና ሰልጠንቲ ሙሉእ ክእለትን ብቕዓትን ሒዞም ይወፅኡ					
2.10	<b>ገንዘባዊ ሓገዝ ኣብ እዋን ሽርክና ስልጠና</b>	1	2	3	4	5
ሀ	ሽርክና ስልጠና ንምክያድ ምስ ትካላት ናይ ፋይናንስ ሓገዝ ወሃብቲ ምድግጋፍ ኣሎ					
ለ	ኣብ እዋን ሽርክና ስልጠና ናይ መለማመዲ ወፃኢ ብትካላት ይሸፍኑ					
ሐ	ኣብ እዋን ሽርክና ስልጠና ንተለማመድቲ pocket money ይወሃቡኹም					
2.11	<b>ምህላው ዝሰልጡን ተወዳደርትን ዝኾኑ መሰልጠንቲ</b>	1	2	3	4	5
ሀ	ኣብ መሰልጠኒ ትካላት ዝምደቡ መሰልጠንቲ ብቕዓትን ተወዳደርትን ብተግባር ዝሰልጡን እዩም					
ለ	ክእለት ሰልጠንቲ ንምዕባይ መሰልጠንቲ ናይተግባር ክእለት ዝተዓጠቐ እዩም					
ሐ	ኣብ እዋን ሽርክና ስልጠና መሰልጠንቲ ንሰልጠንቲ ኣብ ምክትታል ይሳተፉ					
መ	ብመሰረት ካሪክለም ገይሮም መሰልጠንቲ ናይ ሰልጠንቲ ክእለት ምምሕያሽ ይከታተሉ					
ሰ	ኣብ ክፍልን ሽርክና ስልጠናን መሰልጠንቲ ንሰልጠንቲ ንምክትታል ፅቡቕ ብቕዓት ኣለዎም					
ረ	ናይ ሽርክና ስልጠና ኣክሸን ፕላን ንምድላው መሰልጠንቲ እኹል ፍልጠት ኣለዎም					

1. ኣብ ሽርክና ስልጠና ዘጋጠሙ ፀገማት ጥቕሱ? -----
2. ኣብ ሽርክና ስልጠና ንዘጋጥሙ ፀገማት መፍትሒ ሓሳባት ክኮኑ እዩም ትብልዎም-----
3. ካሊእ ኣብ ሽርክና ስልጠና ኣመልኪቲ ትብልዎ እንተሃሊዩ ይዘርዘር?-----

Appendix V

የኒቨርሰቲ አዲስ አበባ  
ቤት ትም/ቲ ድህረ ምረቃ  
ኮሌጅ ስነ ትምህርትን ስነ ባህሪ ሳይንስን  
ዲፓሎማ ትምህርት ምምሕዳር ሞያዊ(ቮክኒናል) ትምህርቲ

መሰልጠኒ ማእከላት ብዛዕባ ሽርክና ስልጠና (Cooperative Training) አመልካቱ ዝተዳለወ መሕትት (ብመሰለጠንቲ)

ዝተከበርኩም ተሳተፍቲ

ዕላማ እዚ መፅናዕቲ ኣብ ክልል ትግራይ ዝርከባ ቴክኒክን ሙያን መሰልጠኒ ማእከላት ህልውን ቐፃላይን ተመራጺ ዝኸውን መፈትሒ ኣብ ኣተገባብራ ሽርክና ስልጠና ንምእካብን ሓበሬታ ንምሃብን ዘግለመ መፅናዕቲ እዩ።

እዚ ዝካየድ መፅናዕቲ ካብ ትምህርታዊ ረብሓ ሓሊፉ ምስ ውልቃዊ ይኹን ትካላዊ ክብሪ ዝተኣሳሰረ ጉዳይ ዘይብሉ ምዃኑ ተገንዚብኩም ንሶም/ሰን ዝህብዎ/ኦ ትክክለኛን እዋኑ ዝሓለወን ምላሽ ነዚ መፅናዕቲ ንምዕዋት መተካእታ ዘይብሉ ሰለዝኹን ቀሪቡ ዘሎ መሕትት ሓላፍነትን ተበግሶን ብዝተመልኦ ምላሽ ብምሃብ ትሕብብርኩም ክትልግሱ ብኸብሪ ይላወብኩም።

መብርሂ

- 1.ሽም ምዕሓፍ ኣየድልን
- 2.ኩሎም ሕቶታት ነዚ መፅናዕቲ ዕውት ንምዃን ማዕረ ረብሓ ስለዘለዎም ከይተመልኦ ዝተርፍ ሕቶ ኣብዚ መፅናዕቲ ኣሉታዊ ፅልዎ ስለዘለዎ ዝእመንሉ መልሲ ንክምልሱ ይሓትት
- 3.ኣብቲ ክፍቲ ቦታ ዝምልሱ ዘእመንሉ መልሲ ንፁር ሓፂርን ክኸውን ይግባእ
- 4.ዝሕተት ሕቶ ብዝግባእ ኣንቢቦም/ብን ምስተረድኡ/ኣ ኣብቲ ዠቐረበ መማረጺ “✓” ምልክት ይግበሩ/ራ

እዚ መሕትት ንምምላእ ብምትሕብባርኩም/ክን ኣቐዲመ የመስግን።

ክፍሊ ሓደ፡- ውልቃዊ መረዳእታ

- 1.ስም ትካል መሰልጠኒ ማእከል-----
- 2.ፆታ:  ተባዕታይ  ኣንስታይ
- 3.ዕድመ:  20-30  31-40  41-50  ልዕሊ 50
- 4.ደረጃ ትምህርቲ:  ዲፕሎማ  ዲግሪ  ማስተር  ዶክተር  ካሊእ
- 5.ዝሰልጥንኩምሉ ዓይነት ሙያ .....
- 6.ሓዚ ትምህርታዊ ዓይነት ሙያ .....
- 7.ዘመነ ግልጋሎት: ብመምህርነት ሙያ----- ብሓላፍነት----- ብበዓልሙያ ትምህርቲ----- ካሊእ-----
- 8.ደረጃ ዓቕምኹም ንምምሕያሽ ዝወሰድኩም ስልጠና ኣሎዎ?  እወ  የለን
- 9.ስነ ኣመሃህራ (ፔዳጎጂ) ስልጠና ወሲድኩምዎ?  ወሲደ  ኣይወሰድኩን

**ክፍለ ክልተ፡- ሓፊሻዊ ሕቶታት**

ካብዚ ንታሕቲ ተዘርዘርም ዘለው ሕቶታት ብዛዕባ ህልዊ ኣተገባብራ ሽርክና ስልጠና (Cooperative Training) ፕሮግራም ኣብ ክልል ትግራይ ዝገልፁ እዮም። 5+ መማረጺ ረቛሓታት ቀሪቦም ኣለው ካብ ዝቀረቡ መማረጺታት ዝእመንሉ/ክናሉ ኣብቲ ተዋሂቡ ዘሎ ነጥቢ ምልክት ይግበሩ/ራ

**መብርሂ፡** 1. ብጣዕሚ ኣይሰማማዕን 2. ኣይሰማማዕን 3. ርግግኛ ኣይኮንኩን 4. ይሰማመዕሉ 5. ብጣዕይሰማመዕሉ

ተ. ቁ	ዝቐረቡ ሕቶታት	መዐቀሂ ነጥብታት			
		1	2	3	4
2.1	<b>ምቕውነት ኣተገባብራ ሽርክና ስልጠና</b>				
ሀ	ስልጠንቲ ብሽርክና ስልጠና ኣብ ዝተፈላለዩ ትካላት እናተዘዋወሩ ልምድን ክእለትን ንክዕብዩ ይግበር				
ለ	ሽርክና ስልጠና ንትካላትን ንስልጠንትን ቀፃልን ማዕረን ተጠቀምቲ ንክኾኑ ይገብር				
ሐ	ሽርክና ስልጠና ኣፈፃፀማ ዝሕግዝ ዝወፀ ሕጊ ኣብ ትካላት ኣሎ				
መ	ሽርክና ስልጠና ዝህቡ ትካላት ንምምራፅ መመልመሊ ረቛሓታት ተነፃሮም እዮም				
2.2	<b>ምህላው ምቕውን እኹልን ማተርያል ማሽነሪን ኣብ እዋን ሽርክና ስልጠና</b>				
ሀ	ኣብ መለማመዲ ትካላት ዝርከቡ መሳርሕታት፣ ማሽነሪታት፣ ምስዝመሃርዎ ዓይነት ሙያርክብ ኣለዎም				
ለ	ኣብ ሽርክና ስልጠና ኣብ ልምምድ እዋን ዝጥቀሙሎም እኩላት ማተርያላት ኣብ ትካላት ይርከቡ				
ሐ	ኣብ እዋን ሽርክና ስልጠና ስልጠንቲ ዝለማመድሎም ሾፓት ምቕቐት ዝተማልኡን ዝተፃረዩን እዮም				
2.3	<b>ተለማመድቲ ኣብ ትካላት ንተግባር ልምምድ ምምዳብ</b>				
ሀ	ብካሪክለም መሰረት ንተግባር ልምምድ ዘገልግሉ እኹላት ትካላት ይርከቡ				
ለ	ንሽርክና ስልጠና ዝተመደበ ግዜ ክእለትን ፍልጠትን ተለማመድቲ ንምዕባይ እኹል እዩ።				
ሐ	ብመሰረት ዝሰልጠንሉ ሙያን ምርጫኦም ተለማመድቲ ንተግባር ልምምድ ናብ ትካላት ይምደቡ				
2.4	<b>ተሳትፎ ወንጌቲ ትካላት ኣብ ሽርክና ስልጠና (ተግባር ልምምድ)</b>				
ሀ	ሽርክና ስልጠና ኣመልኪቲ ኣብ መሰልጠኒ ትካላትን ሰብ ሃፍትን ብቐፅ ዝኾነ ምትሕብባር ኣሎ				
ለ	ናይ ውልቀ ትካላት ኣብ ጉዳይ ሽርክና ስልጠና ብሙሉእነት ተሳትፎ ዮርእዩ እዮም				
ሐ	መብዛሕቲኦም ትካላት ንሽርክና ስልጠና ስልጠንቲ ምቕባል ፍቓደኛታት እዮም				
መ	ስልጠንቲ ንሽርክና ስልጠና ተቐቢልካ ምስልጣን ብቐፃት ትካላት ኣዕጋቢ እዩ				
2.5	<b>ቮኮሽናል ካውንስለር ኣብ ሽርክና ስልጠና ዘለዎ ግደ</b>				
ሀ	ብዛዕባ ሽርክና ስልጠና ኣመልኪቲ ቮኮሽናል ካውንስለር ግልጋሎት ምክሪ ይህብእዩ				
ለ	ሽርክና ስልጠና ዝከታተል ብሙያ ዝተመረቐ ቮኮሽናል ካውንስለር ኣብመሰልጠኒ ማእኸላት ኣሎ				
ሐ	ስልጠንቲ ኣብ ሽርክና ስልጠና እናሃለኹም ቮኮሽናል ካውንስለር ተኸታታሊ ክትትል ዮካይደልኹም				
2.6	<b>ግንዛብ ይግበእና በሃልቲ(stake-holders) ኣብ ሽርክና ስልጠና</b>				
ሀ	ኣብ ሽርክና ስልጠና ፕሮግራም ትስቴሙ ብይግበእና በሃልቲ ተቐባልነት ኣለዎ				
ለ	ኣብ ሽርክና ስልጠና ይግበእና በሃልቲ ዕቡቕ ተሳትፎ ኣለዎም				
ሐ	ሽርክና ስልጠና ቅድሚ ምትግባሩ ይግበእና በሃልቲ ተረዳዲኦምሉ እዩ ዝካየድ				
መ	ብዛዕባ ሽርክና ስልጠና ይግበእና በሃልቲ እኹል ኣፍልጦ ኣለዎም				
2.7	<b>ዝምድና ፕሮግራም ስልጠናን ካሪክለምን ኣብ ሽርክና ስልጠና</b>				
ሀ	ካሪክለም ትምህርቲ ዝካየድ ምስ ሽርክና ስልጠና ተዋዲዱ እዩ				
ለ	ኣብ ሽርክና ስልጠና ምትሕሓዝ ቲኦሪን ተግባርን ኣሎ				
ሐ	ምስ ተሰልጥንዎ ዓይነት ሙያ ዝመድ ሽርክና ስልጠና ክህቡ ዝክእሉ ትካላት ይረኽቡ እዮም				
መ	ኣወሃህባ ሽርክና ስልጠና ብካሪክለም መሰረት ተገይሩ ብድሌት ስልጠንቲ ይወሃብ				
ሰ	ሽርክና ስልጠና ንምክያድ ዝምደቡሉ ትካል ምስትምሃርዎ ካሪክለም ርክብ ኣለዎ				
2.8	<b>ብትካላት ዝምደብ ሽርክና ስልጠና ዝከታተል ብቐፃት ዘለዎ ሱፐርቫይዘር ዝምልክት</b>				
ሀ	ሽርክና ስልጠና ዝከታተሉ ሱፐርቫይዘራት ሙያዊ ክእለት ስልጠንቲ ንምዕባይ ዝሕግዙ እዮም				
ለ	ኣብ እዋን ሽርክና ስልጠና ሱፐርቫይዘራት ምስ መሰልጠኒ ትካላት ርክብ ይፈጥሩ				

ሐ	ሙያዊ ድጋፍ ክህቡ ዝክእሉ ሱፐርቫይዘራት ኣብ መሰልጠኒ ትካልት ዝወሃብ ካሪክለም ኣፍልጦ ኣለዎም				
2.9	<b>ብተግባር ዝሰልጠኑን ተወዳደርቲን ዝኾኑ ሰልጠንቲ ምርካብ</b>	1	2	3	4
ሀ	ክእለት ሰልጠንቲ ንምዕቃን ክትትልን ቁፅፅርን ብተኸታታሊ ይካየድ				
ለ	ሽርክና ሰልጠና ንሰልጠንቲ ኣብ ዕዳጋ ተወዳደርቲ ኮይኖም ንክወፅኡ ይሕግዞም				
ሐ	ብሽርክና ሰልጠና ሰልጠንቲ ሙሉእ ክእለትን ብቕዓትን ሒዞም ይወፅኡ				
2.10	<b>ገንዘባዊ ሓገዝ ኣብ እዋን ሽርክና ሰልጠና</b>	1	2	3	4
ሀ	ሽርክና ሰልጠና ንምክያድ ምስ ትካላት ናይ ፋይናንስ ሓገዝ ወሃብቲ ምድግጋፍ ኣሎ				
ለ	ኣብ እዋን ሽርክና ሰልጠና ናይ መለማመዲ ወፃኢ ብትካላት ይሸፍኑ				
ሐ	ኣብ እዋን ሽርክና ሰልጠና ንተለማመድቲ pocket money ይወሃቦም				

ካብዚ ንታሕቲ ተዘርዚሮም ዘለው ሕቶታት ብዛዕባ ህልዊ ኣተገባብራ ስነ ምግባርን ድሌት ሰልጠንት ኣብ ሽርክና ሰልጠና ኣመልኪቱ 5+ መማረጊ ረቐቓታት ቀሪቦም ኣለው ካብ ዝቀረቡ መማረጊታት ዝኣምንሉ/ክናሉ ኣብቲ ተዋሂቡ ዘሎ ነጥቢ” ✓ ምልክት ይግበሩ/ራ

መብርሂ:- 1. ብጣዕሚ ትሑት 2. ትሑት 3. ማእኸላይ 4. ልዑል 5. ብጣዕሚ ልዑል

2.11	<b>ስነ ምግባር ሰልጠንቲ ኣብ ሽርክና ሰልጠና</b>	1	2	3	4	5
ሀ	ብቕዓት ሰልጠንቲ ኣብ እዋን ሽርክና ሰልጠና(ተግባር ልምምድ)					
ለ	ሰልጠንቲ ኣብ ተግባር ልምምድ ከምሰራሕተኛ ንምኳን ዘርእዩዎ ባህሪ					
ሐ	ኣብ ተግባር ልምምድ ሰልጠንቲ ከም ስራዕ ሰራሕተኛ ኮይኖም ሓላፍነት ምስካሞም					
መ	ኣብ ተግባር ልምምድ ሰልጠንቲ ዘርእዩዎ ናይ ትካል ሚስጥር ምዕቃብ					
ሰ	ስራሕ ሰዓት ምኽባርን ተወፋይነትን ተለማመድቲ					
ረ	ሃነፅቲ ሓሳብ ኣብ ምቕባልን ጌጋ ኣብ ምእራምን ተለማመድቲ ዘርእዩዎ ድልውነት					
2.12	<b>ድሌት ሰልጠንቲ ኣብ እዋን ሽርክና ሰልጠና</b>					
ሀ	ስራሕም ኣብ ሰዓቶምን ብብቕዓትን ንምፍፃም ተለማመድቲ ዘርእዩዎ ተበግሶ					
ለ	ካልኣት ሰራሕተኛታት ስራሕ ኣብ ዝበዝሑም ጊዜ ንምሕጋዝ ተለማመድቲ ዘርእዩ ድል ውነት					
ሐ	ተለማመድቲ ዝተወሃብዎ ስራሕ ኣብ ሰዓቶምን ብዝተበሃልዎ መሰረት ኣብ ምፍፃም					

1. ኣብ ሽርክና ሰልጠና የጋጥሙ እዮም ትብልዎም ፀገማት ዘርዝሩ -----  
-----
2. ኣብ ሽርክና ሰልጠና ንዘጋጥሙ ፀገማት መፍትሒ ሓሳብ ይኾኑ እትብልዎም ይዘርዝሩ -----  
-----
3. ካልእ ኣብ ሽርክና ሰልጠና ኣመልኪቱ ክብልዎ ዝደልዩ -----  
-----

Appendix VI

የኒሽርሰቲ አዲስ አበባ

ቤት ትም/ቲ ድሕረ ምረቃ

ኮሌጅ ስነ ትምህርትን ስነ ባህሪ ሳይንስን

ዲፓርትመንት ምምሕዳር ሞያዊ(ቮክሽናል) ትምህርቲ

መሰልጠኒ ማእኸላት ብዛዕባ ሸርክና ስልጠና (Cooperative Training) አመልካቲ ዝተዳለወ መሕትት (ብቮክሽናል ካውንስለር)

ዝተከበርኩም ተሳተፍቲ

ዕላማ ኣዚ መፅናዕቲ ኣብ ክልል ትግራይ ዝርከባ ቴክኒክን ሙያን መሰልጠኒ ማእኸላት ህልውን ቐፃላይን ተመራጺ ዝኸውን መፈትሒ ኣብ ኣተገባብራ ሸርክና ስልጠና ንምእካብን ሓበሬታ ንምሃብን ዘዓለመ መፅናዕቲ እዩ።

እዚ ዝካየድ መፅናዕቲ ካብ ትምህርታዊ ረብሓ ሓሊፉ ምስ ውልቃዊ ይኹን ትካላዊ ክብሪ ዝተኣሳሰረ ጉዳይ ዘይብሉ ምኳኑ ተገንዚብኩም ንሶም/ሰን ዝህብዎ/ኦ ትክክለኛን እዋኑ ዝሓለወን ምላሽ ነዚ መፅናዕቲ ንምዕዋት መተካእታ ዘይብሉ ሰለዝኹን ቀሪቡ ዘሎ መሕትት ሓላፍነትን ተበግሶን ብዝተመልኦ ምላሽ ብምሃብ ትሕብብርኩም ክትልግሱ ብኸብሪ ይላወበኩም።

መብርሂ

- 1.ሽም ምፅሓፍ ኣየድልን
- 2.ኩሎም ሕቶታት ነዚ መፅናዕቲ ዕውት ንምኳን ማዕረ ረብሓ ስለዘለዎም ከይተመልኦ ዝተርፍ ሕቶ ኣብዚ መፅናዕቲ ኣሉታዊ ፅልዎ ስለዘለዎ ዝእመንሉ መልሲ ንክምልሱ ይሓትት
- 3.ኣብቲ ክፍቲ ቦታ ዝምልሱ ዘእመንሉ መልሲ ንፁር ሓፂርን ክኸውን ይግባእ
- 4.ዝሕተት ሕቶ ብዝግባእ ኣንቢቦም/ብን ምስተረድኡ/ኣ ኣብቲ ዠቐረበ መማረፂ “✓” ምልክት ይግበሩ/ራ

እዚ መሕትት ንምምላእ ብምትሕብባርኩም/ክን ኣቐዲመ የመስግን።

ክፍሊ ሓደ:- ውልቃዊ መረዳእታ

- 1.ስም ትካል መሰልጠኒ ማእኸል-----
- 2.ፆታ:  ተባዕታይ  ኣንስታይ
- 3.ዕድመ:  20-30  31-40  41-50  ልዕሊ 50
- 4.ደረጃ ትምህርቲ:  ዲፕሎማ  ዲግሪ  ማስተር  ዶክተር  ካሊእ
- 5.ዝሰልጥንኩምሉ ዓይነት ሙያ .....
- 6.ሐዚ ትምህርታዊ ዓይነት ሙያ .....
- 7.ዘመነ ግልጋሎት: ብመምህርነት ሙያ-----ብሓላፍነት----- ብበዓል ሙያ ትምህርቲ----- ካሊእ-----
- 8.ደረጃ ዓቕምኹም ንምምሕያሽ ዝወሰድኩም ስልጠና ኣሎዶ?  እወ  የለን
- 9.ስነ ኣመሃህራ (ፔዳጎጂ) ስልጠና ወሲድኩምዶ?  ወሲደ  ኣይወሰድኩን

**ክፍለ ክልተ፡- ሓፊሻዊ ሕቶታት**

ካብዚ ንታሕቲ ተዘርዚሮም ዘለው ሕቶታት ብዛዕባ ህልዊ ኣተገባብራ ሸርክና ስልጠና (Cooperative Training) ፕሮግራም ኣብ ክልል ትግራይ ዝገልፁ እዮም። 5+ መግረጺ ረቕታታት ቀሪቦም ኣለው ካብ ዝቀረቡ መግረጺታት ዝእመንሉ/ክናሉ ኣብቲ ተዋሂቡ ዘሎ ነጥቢ” ✓” ምልክት ይግበሩ/ራ

**መብርሂ፡-** 1. ብጣዕሚ ኣይሰማማዕን 2. ኣይሰማማዕን 3. ርግዕኛ ኣይኮንኩን 4. ይሰማመዕሉ 5. ብጣዕይሰማመዕሉ

ተ. ቁ	ዝቐረቡ ሕቶታት	መዐቀኒ ነጥብታት				
2.1	<b>ምችውነት ኣተገባብራ ሸርክና ስልጠና</b>	1	2	3	4	5
ሀ	ስልጠናቲ ብሸርክና ስልጠና ኣብ ዝተፈላለዩ ትካላት እናተዘዋወሩ ልምድን ክእለትን ንክዕብዩ ይግበር					
ለ	ሸርክና ስልጠና ንትካላትን ንስልጠናትን ቀፃልን ማዕረን ተጠቀምቲ ንክኾኑ ይገብር					
ሐ	ሸርክና ስልጠና ኣፈፃፀማ ዝሕግዝ ዝወፀ ሕጊ ኣብ ትካላት ኣሎ					
መ	ሸርክና ስልጠና ዝህቡ ትካላት ንምምራፅ መመልመሊ ረቕታታት ተነጻሪም እዮም					
2.2	<b>ምህላው ምችውን እኹልን ማተርያል ማሸነፊን ኣብ እዋን ሸርክና ስልጠና</b>	1	2	3	4	5
ሀ	ኣብ መለማመዲ ትካላት ዝርከቡ መሳርሕታት፣ ማሸነፊታት፣ ምስዝመሃርዎ ዓይነት ሙያርክብ ኣለዎም					
ለ	ኣብ ሸርክና ስልጠና ኣብ ልምምድ እዋን ዝጥቀምሎም እኩላት ማተርያላት ኣብ ትካላት ይርከቡ					
ሐ	ኣብ እዋን ሸርክና ስልጠና ስልጠናቲ ዝለማመድሎም ሾፓት ምችዋት ዝተማልኡን ዝተዓረዩን እዮም					
2.3	<b>ተለማመድቲ ኣብ ትካላት ንተግባር ልምምድ ምምዳብ</b>	1	2	3	4	5
ሀ	ብካሪክለም መሰረት ንተግባር ልምምድ ዘገልግሉ እኹላት ትካላት ይርከቡ					
ለ	ንሸርክና ስልጠና ዝተመደበ ግዜ ክእለትን ፍልጠትን ተለማመድቲ ንምዕባይ እኹል እዩ።					
ሐ	ብመሰረት ዝሰልጠንሉ ሙያን ምርጫኦም ተለማመድቲ ንተግባር ልምምድ ናብ ትካላት ይምደቡ					
2.4	<b>ተሳትፎ ወነንቲ ትካላት ኣብ ሸርክና ስልጠና (ተግባር ልምምድ)</b>	1	2	3	4	5
ሀ	ሸርክና ስልጠና ኣመልኪቲ ኣብ መሰልጠኒ ትካላትን ሰብ ሃፍትን ብቐዕ ዝኾነ ምትሕብባር ኣሎ					
ለ	ናይ ውልቀ ትካላት ኣብ ጉዳይ ሸርክና ስልጠና ብሙሉእነት ተሳትፎ ዮርእዩ እዮም					
ሐ	መብዛሕቲኦም ትካላት ንሸርክና ስልጠና ስልጠናቲ ምቕባል ፍቓደኛታት እዮም					
መ	ስልጠናቲ ንሸርክና ስልጠና ተቐቢልካ ምስልጣን ብቐዓት ትካላት ኣፅጋቢ እዩ					
2.5	<b>ምህላው ዝሰልጠኑን ተወዳደርትን ዝኾኑ መሰልጠናቲ</b>	1	2	3	4	5
ሀ	ኣብ መሰልጠኒ ትካላት ዝምደቡ መሰልጠናቲ ብቐዓትን ተወዳደርትን ብተግባር ዝሰልጡን እዮም					
ለ	ክእለት ስልጠናቲ ንምዕባይ መሰልጠናቲ ናይተግባር ክእለት ዝተዓጠቐ እዮም					
ሐ	ኣብ እዋን ሸርክና ስልጠና መሰልጠናቲ ንስልጠናቲ ኣብ ምክትታል ይሳተፉ					
መ	ብመሰረት ካሪክለም ገይሮም መሰልጠናቲ ናይ ስልጠናቲ ክእለት ምምሕያሽ ይክታተሉ					
ሰ	ኣብ ክፍልን ሸርክና ስልጠናን መሰልጠናቲ ንስልጠናቲ ንምክትታል ፅቡቕ ብቐዓት ኣለዎም					
ረ	ናይ ሸርክና ስልጠና ኣክሸን ፕላን ንምድላው መሰልጠናቲ እኹል ፍልጠት ኣለዎም					
2.6	<b>ግንዛብ ይግበኣና በሃልቲ (stake-holders) ኣብ ሸርክና ስልጠና</b>	1	2	3	4	5
ሀ	ኣብ ሸርክና ስልጠና ፕሮግራም ትስቴሙ ብይግበኣና በሃልቲ ተቐባልነት ኣለዎ					
ለ	ኣብ ሸርክና ስልጠና ይግበኣና በሃልቲ ፅቡቕ ተሳትፎ ኣለዎም					
ሐ	ሸርክና ስልጠና ቅድሚያ ምትግባሩ ይግበኣና በሃልቲ ተረዳዲኦምሉ እዩ ዝካየድ					
መ	ብዛዕባ ሸርክና ስልጠና ይግበኣና በሃልቲ እኹል ኣፍልጦ ኣለዎም					
27	<b>ዝምድና ፕሮግራም ስልጠናን ካሪክለምን ኣብ ሸርክና ስልጠና</b>	1	2	3	4	5
ሀ	ካሪክለም ትምህርቲ ዝካየድ ምስ ሸርክና ስልጠና ተዋዲዱ እዩ					

ለ	አብ ሽርክና ስልጠና ምትሕሓዝ ቴኦሪን ተግባርን አሎ					
ሐ	ምስ ተሰልጥንዎ ዓይነት ሙያ ዝሓመድ ሽርክና ስልጠና ክህበሉ ዝክእሉ ትካላት ይረኽቡ እዮም					
መ	አወሃህባ ሽርክና ስልጠና ብካሪክለም መሰረት ተገይሩ ብድሌት ስልጠንቲ ይወሃብ					
ሰ	ሽርክና ስልጠና ንምክያድ ዝምደበሉ ትካል ምስትምሃርዎ ካሪክለም ርክብ አለዎ					
28	<b>ብትካላት ዝምደብ ሽርክና ስልጠና ዝከታተል ብቕዓት ዘለዎ ሱፐርቫይዘር ዝምልከት</b>	1	2	3	4	5
ሀ	ሽርክና ስልጠና ዝከታተሉ ሱፐርቫይዘራት ሙያዊ ክእለት ስልጠንቲ ንምዕባይ ዝሕግዙ እዮም					
ለ	አብ እዋን ሽርክና ስልጠና ሱፐርቫይዘራት ምስ መሰልጠኒ ትካላት ርክብ ይፈጥሩ					
ሐ	ሙያዊ ድጋፍ ክህቡ ዝክእሉ ሱፐርቫይዘራት አብ መሰልጠኒ ትካልት ዝወሃብ ካሪክለም አፍልጦ አለዎም					
2.9	<b>ብተግባር ዝሰልጠኑን ተወዳደርትን ዝኾኑ ሰልጠንቲ ምርካብ</b>	1	2	3	4	5
ሀ	ክእለት ሰልጠንቲ ንምዕቃን ክትትልን ቁፅፅርን ብተኸታታሊ ይካየድ					
ለ	ሽርክና ስልጠና ንሰልጠንቲ አብ ዕዳጋ ተወዳደርቲ ኮይኖም ንክወፅኡ ይሕግዞም					
ሐ	ብሽርክና ስልጠና ሰልጠንቲ ሙሉእ ክእለትን ብቕዓትን ሒዞም ይወፅኡ					
2.10	<b>ገንዘባዊ ሓገዝ አብ እዋን ሽርክና ስልጠና</b>	1	2	3	4	5
ሀ	ሽርክና ስልጠና ንምክያድ ምስ ትካላት ናይ ፋይናንስ ሓገዝ ወሃብቲ ምድግጋፍ አሎ					
ለ	አብ እዋን ሽርክና ስልጠና ናይ መለማመዲ ወፃኢ ብትካላት ይሸፍኑ					
ሐ	አብ እዋን ሽርክና ስልጠና ንተለማመድቲ pocket money ይወሃቦም					

ካብዚ ንታሕቲ ተዘርዚሮም ዘለው ሕቶታት ብዛዕባ ህልዊ አተገባብራ ስነ ምግባርን ድሌት ሰልጠንት አብ ሽርክና ስልጠና አመልኪቱ 5+ መማረጊ ረቐቐታት ቀሪቦም አለው ካብ ዝቀረቡ መማረጊታት ዝኣምንሉ/ክናሉ አብቲ ተዋሂቡ ዘሎ ነጥቢ ምልክት ይግበሩ/ራ

መብርሂ:- 1. ብጣዕሚ ትሑት 2. ትሑት 3. ማእኸላይ 4. ልዑል 5. ብጣዕሚ ልዑል

2.11	<b>ስነ ምግባር ሰልጠንቲ አብ ሽርክና ስልጠና</b>	1	2	3	4	5
ሀ	ብቕዓት ሰልጠንቲ አብ እዋን ሽርክና ስልጠና(ተግባር ልምምድ)					
ለ	ሰልጠንቲ አብ ተግባር ልምምድ ከምሰራሕተኛ ንምኳን ዘርእዩዎ ባህሪ					
ሐ	አብ ተግባር ልምምድ ሰልጠንቲ ከም ስሩዕ ሰራሕተኛ ኮይኖም ሓላፍነት ምስካሞም					
መ	አብ ተግባር ልምምድ ሰልጠንቲ ዘርእይዎ ናይ ትካል ሚስጥር ምዕቃብ					
ሰ	ስራሕ ሰዓት ምኽባርን ተወፋይነትን ተለማመድቲ					
ረ	ሃነፅቲ ሓሳብ አብ ምቕባልን ጌጋ አብ ምእራምን ተለማመድቲ ዘርእይዎ ድልውነት					
2.12	<b>ድሌት ሰልጠንቲ አብ እዋን ሽርክና ስልጠና</b>					
ሀ	ስራሕም አብ ሰዓቶምን ብብቕዓትን ንምፍፃም ተለማመድቲ ዘርእዩዎ ተበግሶ					
ለ	ካልኦት ሰራሕተኛታት ስራሕ አብ ዝበዝሑም ጊዜ ንምሕጋዝ ተለማመድቲ ዘርእዩ ድልውነት					
ሐ	ተለማመድቲ ዝተውሃብዎ ስራሕ አብ ሰዓቶምን ብዝተለሃልዎ መሰረት አብ ምፍፃም					

1. አብ ሽርክና ስልጠና የጋጥሙ እዮም ትብልዎም ፀገማት ዘርዝሩ -----
2. አብ ሽርክና ስልጠና ንዘጋጥሙ ፀገማት መፍትሒ ሓሳብ ይኹኑ እትብልዎም ይዘርዝሩ -----
3. ካሊእ አብ ሽርክና ስልጠና አመልኪቱ ክብልዎ ዝደለዩ -----

## Appendix VII

### Interview Guide

#### Principals and out come based coordinate

##### Part I. personal Data

1. Name of the TVET institution-----
2. Sex.  Male  female
3. Age.  20-30  31-40  41-50  above 50
4. Your academic qualification.  BA/BSc  MA/MSc  Ph.D  Others
5. Your field of specialization-----
6. The field your are teaching-----
7. Your service years as a. Teacher----- Principal----- educational officer-----  
Others----
8. Have you ever taken further Training to up grade your qualification?  Yes  no
9. Have you ever trained pedagogical Training?  Yes  No

##### Questions

1. Were there any laws supporting the implementation of CT?
2. Did your institution sign memorandum of agreement for facilitating CT?
3. Could you get sufficient organizations for CT?
4. Do you make any awareness creation to stake holders about CT?
5. Who cover the trainees' expense during CT?
6. How do follow up the implementation of CT?
7. How do you evaluate the effectiveness of the CT?
8. Would you please state major problems you phase during implementation of CT?
9. What possible solutions would you suggest to over- come the problems on CT?

## **Appendix VIII**

### **Interview for Organizations**

1. Name of the organization-----Address-----Type of business  
Type of owner ship-----No of employees in the organization-----No  
of TVET trainees attend for CT in a year-----

### **Questions**

1. Were there any laws supporting the implementation of CT?
2. How do you rate the capacity of your organization to accept trainees for CT?
3. Did trainees sign CT contract with your organization?
4. How many trainees can your organization absorbed for CT at one time?
5. Is your organization has willingness to accept trainees for CT?
6. Does your organization pay incentive to trainees during CT?
7. Does your organization participate on curriculum preparation?
8. Would you participate in any discussion depending CT?
9. How do you rate the capacity of your organization to accept trainees for CT?
10. Would you please state major problems you phase during implementation of CT?
11. What possible solutions would you suggest to over- come from the problems on CT?

## Appendix IX

### Check list of TVET institution and organizations

Name of the TVET institution /organization-----

No	Items to be measured	More than satisfactory	satisfactory	Barely satisfactory	Not satisfactory
A	Adequacy of machinery and equipments				
B	Availability and adequacy of hand tools				
C	Availability and adequacy of raw materials and related inputs				
D	Availability of spare parts of different machineries				
E	Availability of soft ware, various programs and accessories for computer, Internet service				
F	Relevance of the machines and equipments to those in use in the labor market				
G	Availability of electric supply				
H	Availability of machineries				
I	Availability of class room size and its facilities				
J	Practical work shop				
K	Guide lines currently offered				
L	Separate latrine rooms boys, ladies and staff				
M	Water supply				
N	Curriculum text books reference materials record office				
O	Office and recreation areas				
Q	Library				
R	clinic service				
S	Others				

## **Appendix X** List of Cooperative Training offering organizations

### **A. Adigrat**

1. Misale private limited company
2. Adigrat housing agency
3. Finance and economic development
4. Defence garage
5. Adigrat road authority

### **B. Axum**

1. Axum finance and economic development
2. Axum housing agency
3. Commercial bank of Ethiopia
4. Marwa garage
5. Axum administration

### **C. Shire**

1. Kality construction
2. Shire housing agency
3. Shire finance and economic development
4. Shire administration zone
5. Defence Garage

### **D. Korom**

1. Korom finance and economic development
2. Korom Administration
3. Taddes wood and metal work
4. Korom housing agency
5. Fantahun metal and wood work

### **E. Wukro**

1. Sheba leather factory
2. Gabion geo thermal textile factory
3. Desalegn wood and metal work
4. Wukro housing agency
5. Kaysay abrha wood and metal work

## Declaration

This thesis is my original work and has not been presented for a degree in any other university and that all sources of the materials used for the thesis have been dully acknowledged.

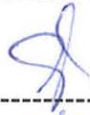
Name: Teklehaimanot Gared

Signature-----

Date of Submission 19-07-2011

The Thesis has been submitted under my approval as university advisor.

Name: Wanna Leka (PhD)

Signature-----

Date 19/07/2011

