

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT**

**THE STATUS AND CHALLENGES OF COOPRATIVE TRAINING IN
GOVERNMENT INSTITUTION/COLLEGES/ OF ARADA AND GULELE
SUB CITIES**

By:- Netsanet Melkamu

JUNE, 2014

ADDIS ABABA

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GOVERNMENT INSTITUTION/COLLEGES/ OF ARADA AND GULELE SUB CITIES**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF
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By:-Netsanet Melkamu

Approved by Board of Examiner

Hussien KEDIR (PhD)

Chairman, Department
Graduate Committee

Signature

April 2, 2015

Date

Aschewel G. Mit

Advisor

[Signature]

Signature

April 2, 2015

Date

Hussien KEDIR (PhD)

Internal Examiner

Signature

April 2, 2015

Date

Woubse Kassaye

External Examiner

Signature

April 2, 2015

Date

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Acronyms and Abbreviations

AU	African Union
ESDP	Education Sector Development Program
ETP	Education and Training Policy
ICDR	Institute for Curriculum Development and Research
ILO	International Labor Organization
MDGs	Millennium Development Goals
MOE	Ministry of Education
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific, and Cultural Organization
GTZ	German Technical Zone
ANoVA	Analysis of Variance

ABSTRACT

The main objective of this study was to assess the status and challenges of cooperative training in government TVET colleges/institutions of Arada and Gulele sub cities and thereby to identify the implementation and constraints, then to provide alternative solution to the identified problems. The research methodology employed in this study was descriptive survey method. Primary as well as secondary sources of data were used. The primary sources of data were trainees, trainers, industry trainers/ supervisors/, Deans, Vice-Deans, sub city sector heads and organizational managers. As a secondary source of data annual reports, books, journals and other printed documents were used. Questionnaires, interviews and focus group discussions were prepared, collection and analyzed. The improved questionnaires were administered to a sample of 565 subjects composed of 460 trainees, 80 trainers and 25 supervisors or industry trainers. A total of 467 (82.7 percent) of the questionnaires were properly filed in and returned. The data gathered were analyzed using statistical techniques such as percentage and chi-square to tests if there is significant difference between the observed frequencies and expected one and then the findings were recorded. The following were the major findings: It was found that there was no any oral or written orientation which assists trainees for better achievement of cooperative training. The majority of respondents claimed that cooperative training was not arranged at the end each competence rather after three or four competencies. There were no incentives given for those organizations which participate in cooperative training. It was found that memorandum of understanding was not signed between trainees, colleges/institutions and organizations. Absence of insurance for possible accident happened on trainees at the company training time. Hence from the result of this study, it is possible to conclude that the status and challenges of cooperative training in government colleges/institutions was not implementation as of the strategy and the guideline. Therefore, to alleviate the above problems, recommendations were suggested. The suggested recommendations included: creating awareness and adequate orientation for trainers, trainees, organizations and supervisors (industry trainers), creating conducive environment for proper implementation of cooperative training, signing memorandum of understanding before cooperative training conducted. The government must arrange new incentive mechanisms for organizations which give cooperative training jointly with TVET institutions/colleges.

CHAPTER ONE

This chapter consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of terms and organization of the study.

1.1 Background of the Study

Education viewed as one of the most and an essential engine for the take in to industrialization by developing as well as developed countries. Countries with rich natural resources and financial base could not necessarily get the steady economic development, if it does not have educated labor to utilize them (Invoe, 1985). This point elaborate that, a country with well-educated labor force has a chance to obtain economic success. According to UNESCO (2010), education aims help people to develop their attitude, skill and knowledge to make informed decision for the benefit of the educated and for economic development of the country. The above idea elaborates that education provides not only theoretical information but also practical tool which helps to move the society towards economic development.

To see a promising development in the economy, a country has to improve the quality of its human resource, which could be possible through education. A reliable economic change however cannot achieve with only academic education but also with vocational training (Chengue, 2005). Depending on this idea, most countries in the world like U.S.A, Germany, France, Australia, and the like have wisely used their TVET institutions which helped them in registering rapid and sustainable social and economic change (winch and Linda, 2007).

Many developing countries however, have been very reluctant in providing this kind of training programs. In African countries, vocational education is a recent phenomenon (AU, 2007). Even after it started the program many African countries including Ethiopia made different designs to focus on TVET centers and attention given to produce trainees with some kind of skill in which the world of work has been in a serious shortage of skilled man power (Atchoarena 2001). To make the training radically absorbable in the labour market, cooperative training program which is included in TVET program is developing trainees with the intention of promoting a work based training method (Winch and Linda, 2007).

Apprenticeship training is a training method where by trainees get on the job training at the completion of theoretical and basic technical and vocational education and training from training institutions or at the end of each level (Gebermedhin, 2007). It is as old as human history for years people transferring from one generation to the other in the form of apprenticeship. Today skills passed based on knowledge of many craft and skill from past that largely transmitted through family tradition. As time goes on people developed their skills, abilities and attitude. Due to the social and economic development of society the need to transmit the required skill purposefully emerged. The method of training through planned experience namely apprenticeship development as a result of social development (Engeda, 2007).

In many countries of the world apprenticeship program are regulated by many labor agreements as well as by law. The U.S.A system of apprenticeship which was established in 1937 was modeled on a 1911 Wisconsin law that named 200 occupations which benefited from apprenticeship program. The first law on apprenticeship came into France in 1851. From 1919 onwards young people had to take 150 hours of theory and general lessons in one academic year. This minimum training time grow to 360 hours a year in 1961, then 400 in 1986 (<http://www.Answer.com>). The first Australia apprenticeship legislation different from British law was established in 1894. By the end of the 19th century, apprenticeship was well organized throughout all states with full responsibilities in regulating and administrating. The apprenticeship model of trade training that evolved in Australia has been emphasized on the importance of contract of employment and training between the apprentice and employer (Rays, 2001).

There are also some examples of modernization apprenticeship system in some African countries. For instance, Benin modernized its vocational education and training system in order to better meet urban economic demands, with a dual apprenticeship system with altering phases of theoretical and practical training in place since 2006, mostly devoted to traditional crafts such as masonry, electrical trades and plumbing while one day is spent at school, five days are devoted to learning on the job participants can obtain a certificate of qualification after 600 hours in a training center (AU,2007).

Technical and Vocational Education in Addis Ababa being provided at different levels both by government, private profit making institutions and NGOs. In the past, the training was limited to some government comprehensive and technical schools. However, the 1994 education and training policy give emphasis to vocational training by opening TVET colleges and by encouraging private investors to participate on this sector. According to Addis Ababa TVET Agency report in the year of 2014 there are 6 government, 59 private and 9 NGOs as a total 75 colleges and 22 government, 245 private and 19 NGOs a total of 288 technical and vocational institutions found in Addis Ababa (AACAA, 2014). All these colleges and institutions let their trainees to get cooperative training at the end of each training competence. Hence, it is based on this background that the researcher was initiated to undertake this research.

1.2 Statement of the problem

In line with its level of economic development every country has to prepare its own human resource needed to participate and contribute more for nation economic building. The countries that provide their youth appropriate knowledge, skills, and productivity work experience and laying or renewing the foundation for future economic development and social well-being of their people. However, if this resource does not adjust with appropriate training method, it is difficult to achieve the intended goal (ILO/JASPA, 1993). The above idea point out that, one of the most important bases for economic growth is that preparing manpower with quality marketable skills for dynamically changing work environment.

Technical and vocational training help individuals to develop desirable and effective work habits with necessary skill and knowledge of an occupation (Linda, 2000). It also increases individual's intellectual capacity and personality in an integrated way to have all round participation in socio economic growth of the country (Harrison, 2000). This idea emphasizes that, technical and vocational institutes set under the objective of training and rendering service accessible to individuals that enable them to participate in the world of work.

Concurrently, there is a fresh awareness among policy makers in many African countries and the international donor community of the critical role that TVET can play in national development (AU, 2007). The increasing importance that African governments now attach to TVET is reflected in the various Poverty Reduction Strategy Papers that governments have

developed in collaboration with the World Bank. One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVET delivery systems are therefore well placed to train the skilled and entrepreneurial workforce that Africa needs to create wealth and emerge out of poverty. Another important characteristic of TVET is that it can be delivered at different levels of sophistication. This means that TVET institutions can respond to the different training needs of learners from different socio-economic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods. The youth, the poor and the vulnerable of society can therefore benefit from TVET. It is within this framework that the African Union Commission is spearheading the development of a new strategy to revitalize TVET in Africa (AU, 2007).

National Training Authorities have been set up in many countries, including Ethiopia, South Africa, Botswana, Namibia, Zambia, and Tanzania. Ghana has also recently passed an Act of Parliament that establishes a Council for Technical and Vocational Education and Training which will have overall responsibility for skills development in the country. In order to achieve greater coherence within the diverse TVET system, some countries like Ethiopia have established National Qualifications Frameworks (MOE, 2011).

Recent survey conducted by the AU on the state of TVET in 18 African countries points to a number of priority areas for vocational training in Africa. The agricultural sector receives the highest priority, followed by public health and water resources, energy and environmental management, information and communication technologies, construction and maintenance, and good governance. The general recommendations from the member states include the development of appropriate competency-based curriculum in these areas and compulsory implementation of TVET programs for students in strategic fields such as entrepreneurship, computer literacy, agriculture, and building construction. The promotion of handicrafts and other indigenous technologies was also rated as important for African development (AU, 2007).

Ethiopia as part of African Union has shown a peer role in implementing TVET. Accordingly, National Technical & Vocational Education and Training Strategy is designed by Federal Democratic Republic of Ministry of Education (FDRMOE) with the vision that states Technical and Vocational Education and Training (TVET) in Ethiopia seeks to create competent and self-

reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty (MOE, 2008). This strategy was developed with the involvement of a broad range of stakeholders from the private and public sectors. It defines the major principles of the intended TVET development in the coming years. The main thrust of the strategy is that TVET development relies on an outcome-based system and dedicated and trusting cooperation among stakeholders.

Pourpared et al in Atchoarena and Delluc (2002:58) state that for the improvement of technical education and vocational training, system systematically refer to the need to forge closer links between training and labor market. The apprenticeship training connects TVET institutes /collages/ with companies that help trainees to improve their practical skill and social interaction (Yekunoamlak, 2000). He also added that the training program conduct in different organization contribute the quality of vocational graduates to satisfy the immediate skill work force needed for society. Since 2004 still today the training programs could fail to achieve their goals because of different factors. Among other things, relate theoretical training with occupational practice in a real working situation results poor performance of the TVET institutions. The implementation of apprenticeship program has a lot of problem which hindered the expected result of trainees in the system (Muchie, 2007).

According to 2012 annual report of Arada sub city TVET office and 2013 annual report of Gulele sub city TVET office, the coverage of cooperative training increase from year to year. Even if, the program implemented in the colleges and institutions but organizations are not willing to discharge their responsibilities regarding cooperative training, others lack awareness about the program and do not assigned trainees in relation to their field of studies. Due to such and other circumstance cooperative training is not at required pace to satisfy the intended goal. This was one of the reasons that initiated the researcher to conduct this research. In addition to this document observation in this sub cities shows, no study was conducted before with the practice and implementations of cooperative training. The other reason was the researcher's experience in the Arad sub city that is being a worker in TVET office, observed and realized that TVET institutes/colleges have problems of implementing cooperative training program in different industries and service giving organizations.

Accordingly, this study is proposed and conducted to assess the status and challenges of cooperative training in Arada and Gulele sub cities of Addis Ababa city administration. Hence, it is based on this background that the researcher was initiated to undertake the research based on the following leading basic research questions.

1. What is the nature of cooperative training in government institutions/colleges of Arada and Gulele sub cities?
2. To what extent does the cooperative training program implemented in government institutions/colleges of Gulele and Arada sub cities?
3. What are the constraints observed during the implementation of cooperative training in Arada and Gulele sub cities government institutions/colleges?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of the study is to assess the status and challenge of cooperative training practice and problems encountered in developing skilled manpower in government TVET institutions of Arada and Gulele sub city and to come up with possible recommendations.

1.3.2. Specific Objectives

The specific objectives that the study is aimed:-

- To identify the relationship between cooperative training giving organizations and institutions.
- To assess the practice of cooperative training conducted by selected government TVET institutions of Arada and Gulele sub cities.
- To understand major problems observed in government TVET colleges of Arada and Gulele sub cities during the implementation of cooperative training.
- To suggest possible solutions for the problems related to cooperative training program and to promote the participation of companies and industries in conducting this mutual training system.

1.4. Significance of the Study

Technical and vocational education and training program aimed at implemented effectively to respond to the social and economic demand of a country. To this end, assessing the status of TVET program implementation and identifying the major problems encountered by the program and there by generating necessary information for decision making and taking corrective measures is essential. Thus, the study may have the following significance.

- It may identify the major problems and common constraints encountered to implement cooperative training in government TVET institutions/colleges.
- The study could help the policy makers, development planners, educational officers and authorities to get valuable information and to take corrective action which helps to improve the participation of companies and industries at a maximum level.
- The study may serve as a foundation for those who need to conduct further study for the topic understudy.

1.5. Delimitation of the Study

There are 6 colleges and 22 governments Technical and vocational institutions throughout Addis Ababa City Administration (AACA, 2014). It would be very substantial if the study covers all these TVET colleges of Addis Ababa City Administration. However, for the sake of manageability and to address both colleges and institutions together though the researcher delimited the study in Arada and Gulele sub cities. In the selected sub cities there are four, government TVET institutions and one college. Of these institutions, the study further delimited to 3 purposively selected institutions which represent all government TVET institutions of Arada and Gulele sub cities.

These selected sample TVET institutions are:

1. Berehane Ethiopia Technical and Vocational Institution
2. Entoto Technical and Vocational polytechnic College
3. Aware Technical and Vocational Institution

1.6. Limitations of the Study

This research work could not be totally free from limitations. Due to lack of interest of some managers and experts to participate in interview, adequate data was not generated as it was intended. If all expected interviewees have been fully participated, more insightful qualitative data might have been generated to substantiate the quantitative data. In addition, although enough number of questionnaires were filled and returned, they were below intention. However, these shortcomings could not bring significant change in overall outcomes of this research, because both quantitative and qualitative data were generated from majority of the respondents and different sources.

1.7. Operational Definition of Terms

Technical and Vocational Education:-A training program provided by training institutions with a view to acquiring practical skills or upgrading his or her technical and vocational skills. (Federal Negarit Gazeta March 1,2004,No 391/2004).

Training: - is a development associated with learning human and technical skills to make the employee more effective on a specific job (Timmer and Peterson, 2000:112).

Cooperative Training:-is training provided by and incorporate with more than one technical and vocational education and training providers often offering to TVET that is provided in cooperation between enterprises and institutions (MOE, 2008).

Organization:-A productive and service giving institution which provides cooperative training. It could be a small, medium or large enterprises or organization of private, state or NGO (MOE, 2002:49).

Training Institution:- Public, private institution, government or owned NGOs to which accreditation certificate is issued by appropriate Accrediting Authority to engaged in the program of TVET (Federal Negarit Gazeta March 1,2004,No 391/2004:2553).

Supervisor:-a person, who supervise the workers or the work done by others, superintendent, is responsible for the day to day performance of small group. It may be team or shift.

1.8. Organization of the Study

The thesis was organized into five chapters. The first Chapter deals with the problem and its approach that consists of background of the study, statement of the problem, objectives, significance and delimitation of the study. The second Chapter presents review of the related literature. Chapter three deal with research design and methodology. In chapter four data was analyzed and interpreted. Finally chapter five deal with summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Historical Background of Vocational Education

As man invented tools, weapons, clothing, shelter and language for training became essential ingredients in the path of civilization. It's generally thought that man began amazing knowledge at the beginning of Stone Age. As archeological excavation continue till today in the earth inscribed information about the life of people living six thousands or more years ago. The pyramid, obelisks, bricks which were built around 3500 B.C., tells us that the era of technological development of handcrafts (Craig, 1976). These facts emphasize that knowledge and practice of technical skills had a large and ancient origin in the world.

Similarly, Minale (1993) it's difficult to date exactly in which formal technical education started. Nevertheless, different literatures brought in to light that the world Technical and Vocational Education and Training (TVET) came in literature of education system at the beginning of twentieth century. Regarding the need of formal vocational training Giachino and Gallington (1967) stated that, there had been manpower shortage after the 2nd World War. The demand for production and maintenance of war machines and air craft search about the need of skill training. This disparity made the formal vocational education program inevitable to meet businesses and industries within the boundaries of the given educational, social and economic structure. So that TVET can be delivered at different levels of sophistication. The above idea clear that, TVET institutions can respond to the different training needs of learners from different socio-economic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods. The youth, the poor and the vulnerable of society can therefore benefit from TVET.

In Africa the first attempt to introduce technical education was made by missionaries. As stated by Minale(1993), colonial education commission emphasized the importance and proposed the expansion of practical (vocational) education for the native people. However, all these did not bring the expected results due to shortage in educational budget, lack of teachers, teaching materials, as well as African views towards the technical skills. They understand that learning

“craft skills” would place them in all inferior position compared to those who had received academic training. According to Foster (1979), the African’s interest for technical skill also by lack of jobs, face for some artisans influenced. At that time, there is a fresh awareness among policy makers in many African countries and the international donor community of the critical role that TVET can play in national development. The point elaborate that, one of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills.

Nevertheless, TVET systems in Africa differ from country to country and are delivered at different levels in different types of institutions, including technical and vocational schools (both public and private), polytechnics, enterprises, and apprenticeship training centers. For example while in West Africa in particular, traditional apprenticeship offers the largest opportunity for the acquisition of employable skills in the informal sector, in all of Sub-Saharan Africa, formal TVET programmers are school-based. In some countries, training models follow those of the colonial power. In general however, students enter the vocational education track at the end of primary school, corresponding to 6 – 8 years of education as in countries like Burkina Faso and Kenya, or at the end of lower or junior secondary school, which corresponds to 9 – 12 years of what is called basic education.

Studies aimed at examining TVET systems in developing countries, particularly sub-Saharan Africa describe the system as being in a state of crisis already for twenty years. Here two of the main challenges in TVET delivery system were referred to: quality and relevance. As evaluated by the AU (2007) the quality of training is low, with undue emphasis on theory and certification rather than skills acquisition and proficiency testing. Inadequate instructor training, obsolete training equipment, and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills. With respect to relevance, different studies refer to a mismatch between the training offered and the skills needed in the labor market, especially in formal public training. In line with this Girma, (2009: 21- 22) stated that, formal public TVET delivery system often does not pay enough attention to the market trend. Wanna (1998:60), also witnesses that the quality of training, especially those given in vocational/technical schools can be affected by the quality of instructors, curriculum, resources, and administration.

2.2. General Objective and Type of Vocational Education

Vocational education, in man power planning education plays a major role to create balance between demand and supply. In this regard Timberly (1974:98) point out that, education has come to be an investment. The relation between education and employment system is influenced by educational institution function and the skilled manpower produced by it. This indicates that whatever the cause may be the objective of educational centers must be producing trained man power. According to Even (1971:10), the central aims of vocational education are: Meeting the man power needs of the society, increasing the options available to each student and Serving as a motivating force to enhance all types of learning.

Moreover, Gillia (1973:3) describe other basic objective of vocational and technical education are; seeks to provide a serious of education and training experience designed to prepare certain people for initiating entry in the world of work and to makes provision of technical and vocational oriented education and training that enhance trainees' employability potential and consequently increases their usefulness in the working society.

The above writers emphasize that vocational education is different from other forms of education because its main concern is to develop specialized knowledge, skill and attitudes required for competent and efficient workers. In other word the main purpose of the program is for training and rendering service accessible to individuals that enable them to participate in the world of work.

Similarly, UNESCO (1978) stated the main aim of vocational and technical education are; Contribute to the achievement of society's goals of greater democratization and social cultural and economic development, while at the same time developing at the potential of individuals for active participation in the establishment and implementation of those goals and also lead to an understanding of the scientific and technological aspects of contemporary civilization in such a way that man comprehended their environment and capable of acting up on it. Skilled workers and technicians enhance the quality and efficient of productive development.

So, it's essential to note that the content of training they process under which the trainee goes through may vary from time to time and place to place depending on the complexity of task to be performed. However, the central purpose and objective of vocational and technical education

has always been to train individuals with different occupation. In addition to meet effective, efficient and competent manpower needs of a labor market. As stated by ILO (1999), there have been several categorized of vocational education and training program. Among them:

1. **Pre-Employment VET:** -prepares individuals for initial entries in to employment. These are the “traditional” program of vocational education. In most countries in both school and in work places in dual system and often operated by national ministries of education.
2. **Upgrade Training:** - provides additional training who are already employed their jobs changes, technology and work, organization became more complex or they advance within a firm occupation.
3. **Retraining:** - provide training so that individuals who have their jobs can find new ones.
4. **Remedial Vocational Education and Training:** - provide education and training for individuals who are in some way marginal or out of practical experience and those who have been underemployed for a long period of time.

The above points indicate that, technical and vocational education offer as reference training for useful employment. It is incomprehensible to think of development without educating, training and re-training peoples to meet the ever changing technology. More importantly, technical and vocational training make adults and young men fully qualified and competent to do any kind of jobs. Moreover, how to plan and organize are the necessary issues to make vocational and technical institutions effective and efficient. Its objective focuses to meet the needs and interest of the society.

Regarding to this, Harries (1965:34) emphasize the following:

The responsibility for organizing, planning and operating vocational program must be adapted to the society's need for trained manpower. Manpower is not simply a matter of individuals to produce goods and services. The manpower of any nation is the sum total of the ability, training and skills of citizens.

The fact that, meeting the manpower needs of society is essential but it is not an easy task. It means changes in attitude and skills of people are differing from production in a firm. There are times when the existing needs are out of date to be substitute by the new ones. Furthermore, rate of change in the modern world puts special emphasis on the needs of man power, the needs of economic development and the needs of technology. To generalize, the most important and widely accepted objective of the vocational and technical education is to generate well-trained

manpower and serving the community in different occupation. Thus, technical and vocational training institutions must take into consideration the quality of the training, interest of employing organizations and achievement of the stated TVET objectives.

2.3. The practice of Cooperative Training in some selected countries

2.3.1. German-Style Apprenticeship-based TVET system

TVET provision in different countries differs by the amount of time spent in the classroom gaining general skills, versus time spent in the enterprises gaining job-specific skills. In German-style “dual” system the theory is taught in educational institutions and practical skills are acquired through the apprenticeship in a company. The German system has long been admired internationally. It is typically observed that such a system is correlated with lower rate of youth unemployment. This correlation need not be because of the causal link from the type of system to the employability of the graduates, but it is often interpreted to have such a causal link. Few countries have been able to successfully emulate the German system, notably Switzerland, Austria and Denmark (Piopiunik and Ryan, 2012).

German-style dual programs demand very strong participation by employers. In practice, German apprenticeship involves four major sponsoring parties – the employer, the public authority, the trainee and the trade union (Wber et.al., 1987). German apprenticeship system is a descendant of the mediaeval institution of apprenticeship within the merchant guilds. It appears that in Germany the institutions have emerged that are able to solve the coordination problems that are inherent in the cooperative training arrangements. For an in-depth discussion on the economics of the apprenticeship systems, as well as the policy debate on school based versus apprenticeship based training, refer to (Smith and Stromback, 2001). From the above pointes we learned that, in Germen dual cooperative training program both the companies and TVET institutions share the responsibility of providing the trainee with best possible job qualification.

2.3.2. Cooperative Training in Australia

Cooperative training in Australia is also a transition from school to work or from youth to adulthood as in other part of the world. According to Rays (2001) it was provided with funding of \$100 million over the next four years to support state and territory efforts to expand the range

of skills and opportunities young people could use to successfully move from school to the work place. Its mission was to work together local schools, businesses and the wider community to provide a network option, idea, opportunity and information to assist young people when they are deciding what they will do after school life. Students in all secondary schools were made to activate under the Go Career-ECE umbrella. School based New Apprenticeship; career information and guidance was introduced. Training the apprenticeship centers attached to the chambers of commerce and industry was made to serve as first instance vocational training authorities. The activities of the social partners here are based on powers which are partly original and partly delegated.

The establishment of the apprenticeship center signified the delegation of certain state responsibilities, apprenticeship agencies are subject to state instruction and the line of institutional command. Apprenticeship centers become federal agencies and indirect elements of the federal administration. The apprenticeship center was supported in their work by the apprenticeship and youth welfare unites of the chambers of labor. It was mandated to define the interest of apprentices, the main tasks of these unites are to monitor the training provided by employers and to appoint delegates to important bodies responsible for apprenticeship.

2.3.3. Cooperative Training in African Countries

Apprenticeship system in same Saharan African countries for example, easy not integrated within the formal system. It acquires its practice from tradition, where the apprentice is formed by master artisan who acts as a sort of “father figure” the transmission of knowledge was essentially based on observation and imitation. The system belongs to what is commonly called the informal sector. In some cases apprenticeship gives rise to expertise. However to the degree that training on the job has predominant place “apprenticeship offers few possibilities for learning the basic principles and theories on which practices is based” (Atchoarena and Delluc 2002:184).

2.3.4.1. Cooperative Training in South Africa

In an effort to revitalized apprenticeship mode of TVET, seen as an important asset in the South Africa’s training culture, the government has designed a new schema called learner ship. This is a more flexible and a new form of apprenticeship. They have in the common been added to

learning and that a practical assessment of competence be undertake (Atchoarena and Delluc 2002). Form the above we understood that South African TVET system based on practical training that is updated accordingly and fixable depending on the market need.

According to GTZ (2002), the new learner ship system as specified by the skills Development Strategy represents an effort to broaden the present apprenticeship system. Learner ship coverage will extend beyond the traditional, blue collar confine of the apprenticeship system, to include sport, welfare and range of service. Through learner ship, structured learning and work experience may be organized for accreditation with the NQF. Learner ship contracts will be formulated between the learner, the provider of structured learning and the organization providing work experience for example, the largest supplier of training service for the construction industry is the Building Industries Federation of South Africa (BIFSA). So the learned experience from the above points is that, Employers enjoyed tax benefits when they inter and completed apprenticeship contract. Also there is more flexible and a new form of apprenticeship with common requirement that a work place experiential component be added to learning and that a practical assessment of competences was undertaken.

2.3.4.2. Botswana

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

2.4. Technical and Vocational Education and Training in Ethiopia

Ethiopia has been having an alphabet of its own for many centuries and it has been running its educational system in religious institutions. This was going on until early twentieth century when modern education was introduced. Towards the end of the 19th Century, several things accentuated the need for modern education. The victory of Adwa in 1896 itself alerted Emperor Menelik II to realize the inadequacies of church education if Ethiopia was to remain independent. The innovations introduced, such as the formation of the Council of Ministers, the starting of postal, telephone, and telegraphic systems, the establishment of the state bank and printing press, the construction of railway line, etc. all required a new type of personnel or qualified civil servants (Ayalew, 2000:8).

Academic education continued to be provided until 1936 without the vocational curriculum. Immediately after the liberation, there was an urgent demand for trained people to introduce modern management and launch a program of reconstruction. It needed technicians of all levels, managers, planners, engineers, and other economic-oriented labor force. The immediate response to this urgent demand was the establishment of technical and vocational schools to train and supply the critically needed trained people in the various areas of technology (Girma, 2009:26-27).

According to Wanna (1998:57), vocational/technical schools established in the years 1940s-1960s were, Addis Ababa Technical School (1942), Addis Ababa Commercial School (1943), Addis Ababa Building Trade School (1946 (Phased out)), Ambo Agricultural School (1946), Jimma Agricultural School (1944), and Bahir Dar Polytechnic School (1964). TVET was the most neglected area in the history of the Ethiopian Education System (FDRE, 2005:5). However, since 2000/01 a massive expansion of this sub-sector has been operational. The strategic thinking behind the expansion of the TVET sub-sector is to meet the middle level human power demand of the industry, service sector, and commercial agriculture, which have become very essential to the overall development of the country.

TVET is an instrument for producing technicians equipped with practical knowledge, who unlike in the past, would be job creators rather than expecting jobs to be provided by the government. The objective is to provide quality education and training in the TVET sub-sector.

To this end, the curriculum was revised; skill-upgrading training was given to TVET teachers, and experienced teachers were employed to overcome the shortage of teachers. In collaboration with the private sector and government enterprises, an apprenticeship program was also introduced to develop the skill of the trainees before their deployment to the world of work. (FDRE, 2005:5).

2.5. Objective of TVET in view of Cooperative Training

The government of Federal Democratic Republic of Ethiopia has also set TVET proclamation No, 391:2004 as to provide legal frameworks for the implementation of Technical and Vocational Education and Training on March 2004. The proclamation also clearly stated industries and service sectors have an obligation to give training in their production or service areas. As discussed in the document every organization selected for apprenticeship shall have duties and responsibilities. Those are to receive and provide apprenticeship training to trainees, assign the apprentice in the place appropriate to his training and to ensure that apprenticeship acquired proper work experience, assign a capable supervisor who would enhance the knowledge and skills of the apprentice should follow up and evaluate the day to day performance of the apprentice (Proclamation No.391/2004: 2560). The above duties of organization /industries, commercial and service giving organization/ in order to assist the trainees to be prepared psychologically have discipline, skill and potential to work competent employee and creator of work.

The training institution has also a clear duties and responsibilities these are stated in (Negarit Gazeta Proclamation No.391/2004, article 22). As presented in the proclamation the colleges or institutions responsible to assign a coordinator who follow and control apprenticeship training undergone, utilize results of performance evaluation relating to apprenticeship training as a criterion for certificate, Identify employers and organization suitable for apprenticeship training, Support the employers and give advice on how to organize the apprenticeship training, Follow up and evaluate whether the trainee has been trained according the registered plan.

Based on the national TVET strategy MOE (2008, 2010) state that, the objective of cooperative training programs are to train the trainees effectively and cost efficiently a work force which possesses the competencies needed on the labor market, to bring stakeholders together to work

on the provision of suitably qualified man power, MOE chambers and professional associations, other Ministries involved in TVET industrial and service providing enterprises which want to play a role in, encourage enterprises large and medium as well as small micro enterprises in the formal as well as the informal economy to participate in the training process voluntarily and regularly in their own interest. In addition it also stress to gain a qualified workforce and at their own expanses, improve young people's access to cooperative training and to nationally recognized certificates and hence to create opportunities for farther education and training, and orient trainees regarding the importance of work attitudes and ethics, e.g. the effectiveness and the style of work and how to deal with colleagues and clients. This issue is crucial for the trainees' future employability, and it is best to be learned in the enterprises themselves.

In general the above statement shows that, cooperative training is the main part of the TVET training that takes place in the organizations/companies trainees goes for training for limited period of time. To this end the industries/organizations and TVET institutions share the responsibility of providing the trainee with the best possible job qualification, the former essentially thought practical training and the latter by securing an adequate level of specific, general and occupation –related basic competency.

2.5.1. TVET Strategies of Ethiopia

According to MoE (2008:12-13) the overall objective of the National TVET Strategy is to create reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people.

Specifically, the National TVET Strategy aims to create and further develop a comprehensive, integrated, outcome-based and a decentralized TVET system for Ethiopia, Strengthen TVET institutions in view of making them Centers for Technology, Capability, Accumulation & Transfer, Create a coherent framework for all actors and stakeholders in the TVET system, Establish and capacitate the necessary institutional set-up to manage and implement TVET in ensuring quality management system (QMS), Strengthen the private training provision and encourage enterprises to participate in the TVET system, Strengthen the culture of self-

employment and support job creation in the economy, to develop a sustainable financing system for TVET with efficient and cost-effective delivery systems.

2.5.2. Policy Issues and Legal Frameworks in Ethiopian TVET System

It is understood that vocational education has a relatively longer year's age. This can be providing by historical and archeological evidences. The obelisks of Axum, Fasil building of Gonder and the churches of Lalibela could be good example. However, alone the older forms, even the modern day's vocational education of Ethiopia were form seven the modern day's vocational education of Ethiopia was not supported by policies, strategies and legal frameworks. With regard to this issue MOE, (2002:2) state that in the longer years of education and training in Ethiopia there was not as such a clear policy by which to evaluate and accordingly shape its direction. In the fact what existed in the recent days was a mismatch of eclectically combined directives extracted from a host of unrelated experiences.

Taking the above mentioned problems into consideration, the transitional government of Ethiopian took measures in establishing a new education and training policy in 1994 which is on practice at the present moment. On the bases of this policy, the TVET section is in a reform. In the course of implementation the policy, the TVET section strategy was developed for the first time in 2002 by the Ministry of Education which is revised in 2006. It was after the second draft strategy of TVET that other documents (strategies and guidelines) such as: financing TVET vocational guidance and counseling; Accreditation guideline, permeability of TVET and apprentice ship guideline developed. All these documents are extended parts of the TVET strategy. In strengthening this idea (MOE, 2006:9) state that "important reform steps have been introduced after the adoption of National TVET strategies of 2002 and the TVET proclamation of 2004".

So as to achieve the objectives and there by ensure economic development in the country, the strategy developed in accordance to the economic policy of the nation including the agriculture and industrial policies. Farther more, the Addis Ababa city government education bureau TVET department has also set TVET strategy that would help to conduct the training accordingly. The region's TVET was developed on the bases of National TVET strategy in line with the socio economic context and human resource development of the city. Thus, the major objective of the

strategy contains: mechanisms, rule of TVET system, identification and outline of activities and institutions necessary to implement the TVET –OSAC (occupational standard Accreditation and Certificate) system in Addis Ababa.

On the other hand, the apprenticeship training program which is part and parcel of TVET is already legal ground with proclamation 2004. Apprenticeship training practice is taking place in the whole of the national on this legal base and some guideline emanated from this source. Since November 2005, Vocational Education and Training (TVET) sector of Ethiopia has been reforming its overall system in the framework of the engineering capacity building program (ECBP). In the context of TVET reform, the new TVET strategy (2006) was developed and discussed with a wide range of stakeholders. This strategy outlines the paradigm shift to the reformed TVET system, which will demand driven and outcome-based. Among the objectives that the documents focused was to strengthen and encourage enterprises to participate in the TVET training system. Based on this, apprenticeship training program was changed and cooperative training framework developed and implemented in the country (MOE, 2006).

2.5.3. Curriculum Issues with Regard to TVET

A systematized type of education or training might be unthinking without curriculum. Because curriculum help as a road map for education or training by answering the basic questions what and how. According to MoE, (1993:1) defined curriculum as an educational program grounded on a clearly stated educational policy addressing a country's developmental problems and needs. Such curricula should be able to develop knowledge, skill and attitude. In short, curriculum is a planned body of learning experiences organized by grades and levels, presented as syllabus, teachers guide, pupil's text, teaching aids and other educational inputs.

On the basis of the new educational and training policy of 1994 a new TVET program has been launched. According to the report of GTZ, (2000:4-5) diversified technical and vocational training have been provided for those who leave school at any level of education. Three major programs were designed to practice the training the first basic vocational training program for those who completed first cycle of the primary school (grade 4) or dropout of primary school second cycle (grade 5-8) with an appropriate age, the second Junior vocational training program for those who completed primary education and may not want to continue general education

(9-10) or dropout of first cycle secondary school and the last one middle level TVET program: which the five level (10+1, 10+2, 10+3,10+4,10+5) for those who successfully completed general education (grade 10).

This is after the identification of the three major programs of TVET revision of the old and design of the new TVET curricula came into existence (Mekonen, 2004:37). The TVET curriculum is designed in modular approach for its more flexibility, easy to integrating to other courses and adopted to individual needs (MOE, 2001:1) According to MOE (2006:48) the training module is structured into occupation, jobs, duties and tasks. Occupation is the major area in which trainees can be qualified .jobs are the main frame work to be performed in the job and tasks are the smallest possible activities in the duties.

The entire curricula comprise four major parts; main course, supportive course, common course and business course. The main courses contain the major parts of training including apprenticeship. The supportive courses are the foundation and prerequisite courses for main course. The next part of the curriculum is the business course that is designed to provide necessary skills to the trainees and enable them successful enterprises. This course is expected to help trainees in planning managing and selling their products in the competitive market; and the last part of the curriculum is the common courses. The courses are mathematics, information technology and civic education. The purpose of teaching these courses is to prepare trainees for higher education or farther training whenever they want and satisfy the requirements. The overall training assumes 70% practiced and 30% theory and of courses the evaluation considered both the theoretical and practical parts in terms of product, time and quality (MoE, 2002:14-15).

Curriculum should not static but it should be dynamic that corresponds to all types of changes in this world. Regarding this issue Bobbitt, (1981:183) state that “since society and the world are in a process of constant change and since the curriculum must correspond to the needs of this changing world, supervisor can be assure of a continuous need for curriculum development”. That is on this regard the Ethiopian TVET on demand for reviewing the curriculum on practice referring on the TVET strategy draft.

According to MoE (2006:29) the existing TVET curricula will gradually be phased out when the national occupational standard is being introduced. New curricula will accordingly be developed based on the new educational standard. This new curricula will no longer be federally binding curricula. In fact each TVET provider may and should develop its own curricula based on the specific needs of its target groups and occupational standard.

2.6. Overview of Cooperative Training in Ethiopia

Cooperative training system in Ethiopia is derived from the “dual training system” of Germany and refers to mode of training delivery of technical and vocational education and training that combines training in enterprise and institution based on a training plan collaboratively designed and implemented by industries and respective TVET institutions. Under this system, the industries/companies and the TVET institutions share the responsibility of providing the trainee with the best possible job qualifications, the former essentially through practical training and the latter by securing an adequate level of specific, general and occupation-related basic competency. The word “cooperative” refers to the two parties providing training: the concept “system” means that the two parties do not operate independently of one another, but rather coordinate their efforts. The guiding principle is that as all parties involved, namely: the industry, the trainees and TVET institutions will gain immediate and long-lasting benefit; they will choose it (MoE, 2010:6).

This cooperative training, as stated above, is a new phenomenon in the Ethiopian TVET System. In cooperative training, the trainees are expected to spend a certain part of their time in the training institute and most of the time in an enterprise that undertakes tasks related to their occupational training. It is believed that this type of cooperation benefits both the training institution and the enterprise leaving aside the advantages the government and the trainees derive from it.

Cooperative training is expected to play its role in improving the quality of the current Ethiopian TVET system. Any enterprise who can provide a working place to trainees, machines for training, tools, consumables, materials and which can also assign a training coordinator/supervisor can be a cooperative training partner. As far as occupational activities of the enterprises, in one way or another, if the activities of an enterprise have similarity with

occupational training, any enterprise, large or small, can take part in cooperative training (MoE, 2010:6).

To make the enterprises and other business organizations cooperate with the TVET institutions, they have to be involved in planning, developing the objectives and strategies, etc. of the system. In Ethiopia, despite the due emphasis given to technical and vocational system by the government, the participation of enterprises in cooperative training programs is still very low. A study conducted by Wanna (1998:61), has come up with the conclusion that though there are some efforts by such TVET institutions as the Addis Ababa Technical School, Entoto Vocational/Technical School, and General Wingate School to create links with enterprises, the status of the other institutions is not well documented. It should be indicated that job placement of vocational/technical program graduates is one of the indicators of effective training system.

In order to keep current with the state of the art practice, there is a need for collaboration between TVE institutions and enterprises to enable students gain skills and to enable teachers to retool in their own occupations. In this relationship, tangible benefits accrue to both educational institution and the informal/formal sector (UNESCO, 1997:73-74). Here, it has been tried to explain what cooperative training is, the participants in the program, and the benefits derived from the program by each participant. The source and the way cooperative training is expected to be put into practice and the condition of cooperative training, including the major problems being faced, in Ethiopia have been discussed.

The literature review part of the research has tried to further emphasize the objectives of TVET, mention some of the major institutional factors (both human resource-related and nonhuman resource-related) that influence the training of TVET students. The human resource related factors included TVET management, interpersonal relationships, training staff, and guidance and counseling services. The non-human resource-related factors, on the other hand, comprised of such things as curriculum content, school facilities, instructional materials, and cooperative training. The recent developments in TVET in Africa, particularly Ethiopia have been to some extent raised here and there throughout the chapter.

2.6.1. Steps in Cooperative Training

2.6.1.1. Planning Cooperative Training

According to TVET strategy MoE (2008,2010) states that, before starting cooperative training program, enterprises and TVET institutions should negotiate and agree on types of occupations in demand and jointly develop a training plan right from the occupational standard or from a curriculum derived from this. A training plan shows topics of the curriculum to be taught either enterprise or in TVET institutions. Cooperative training cannot be successful without a training plan. Similarly, (MoE, 2010) indicates that Planning of a cooperative training can also begin at the outset of curriculum development. The curriculum developers/trainers at a TVET institution should invite relevant experts from companies to take part in the process in order to jointly plan topics/competences to train at TVET institution or at the company/work place. Accordingly, this training plan forms an integral part of the curriculum, maintained both at the training institutions and at the companies.

2.6.1.2. Establishing Cooperative Training Sites

Cooperative training needs two venues: one at TVET institution and one at enterprise. These two venues must be secured and assigned for the program by both parties. Remember: cooperative training cannot be done at one site only (MOE, 2010).

2.6.1.3. Memorandum of Agreement

A memorandum of understanding is a major reference document showing every roles and responsibilities of partners in cooperative training. Therefore, this document has to be signed by representatives of top managements of enterprise and TVET respectively and kept at both places for regular reference. The Memorandum of agreement include the name and address of involved parties (TVET institution, enterprise and trainees) nature and objective of cooperative training, responsibility of each partners and signature, status of trainees, monitoring and evaluation, expected outcome and occupational area training duration and data (MOE,2010).

2.6.1.4. Allocating Resources and facilities needed for cooperative Training

With regard to material facilities, verspoor (1993:19) mention that poor material facilities due to economic problem are one of the main bottlenecks in the implementation of educational reform

in developing countries. He also noted that most of the activities in cooperative training such as planning, preparing teaching material, coordinating and facilitating program activity, allocating and distributing budget providing technical assistance, and monitoring and evaluation are carried out by the region. Similarly, with regard to physical facility Sethi (2001:21) indicate that the information pertaining to the basic training facilities existing in the establishment for different designated trades if any to be ascertained with respect to classroom facilities instructional staff and material and faculties for conducting theory, practice examination should be ascertain before sending trainees to start practical training. Generally, it is difficult to undertake cooperative training without adequate facilities in both the institution and the organization offering cooperative training for both regular and extension programs.

2.6.1.5. Financing Cooperative Training

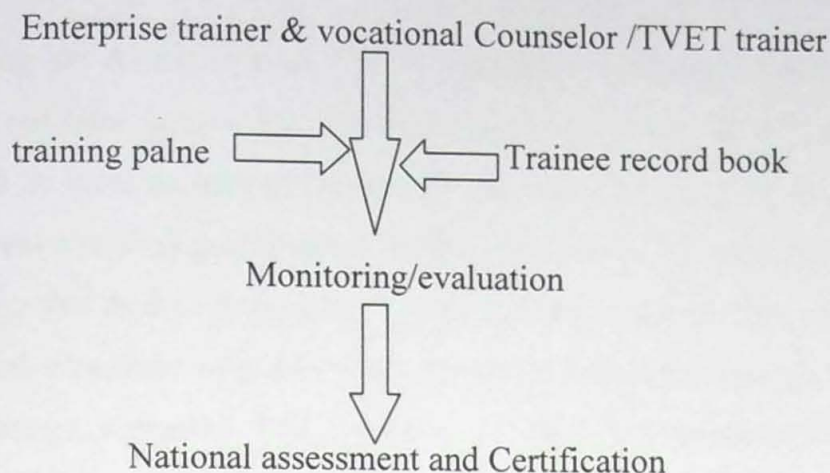
The challenge of cooperative training program also the development of a financing mechanism that will facilitate the generation of additional resources needed to implement and strengthening cooperative training and TVET system in general (MOE 2008). In relation to this, the tradition of financing cooperative involves sharing of cost between employers and trainees. With regards to payment for cooperative training program Budhram (2001:5) state that trainees earn while they learn, instead of racking up expenses for educational opportunities, she/he will be paid a salary while in a training. As the knowledge and skill improve, so will the salary. All the organizations pay at least a minimum wage and many pay much more. Therefore, a new concept of cost sharing in TVET with the intention that all beneficiaries (including trainees, employers in all sectors and the community) contribute to the cost of training according to their capabilities. In this regard, the stakeholders and the government shall play a significant role as a source of finance to meet TVET needs and make the cooperative training program effective.

2.6.1.6. Monitoring Training Progress and Evaluation

As indicated on MoE (2010) cooperative training guideline to monitor trainee enterprise record will be necessary to determine training progress. This should be a balance between periodic formal performance reviews by the vocational counselor /TVET teacher and informal daily observations and feedback from the enterprise trainer. Assessment of trainees during the training the training program is held in enterprises /organizations/ and TVET institutions by the

enterprise trainer and TVET trainer. This generally shows that both parties are responsible to evaluate trainees effectively.

Monitoring training progress process



Monitoring trainees and enterprise records will be necessary to determine training progress. This should be a balance between periodic formal performance reviews by the vocational counselor/TVET-trainer and informal daily observation and feedback by the enterprise trainer. Assessment of trainers during the training program is held in enterprise and TVET institution by the enterprise and TVET-trainers. It is believed that majority of trainees undergone cooperative training shall pass the assessment because they experienced the real competencies required in the occupational standard. Competency includes what are known as employability skills the ability to support the work place through communication, team work, problem solving, self-management, planning, organizing, technologies, learning, and taking initiative.

2.7. Learned from TVET Evaluations

During the last few decades, it has been increasingly common to evaluate projects and interventions both run by the government or NGOs. Evaluation is seen as a vehicle to ensure better accountability, as well as a tool to improve efficiency and quantify the actual impact. VET programmers, especially the active labor market programmers in the US were path-breaking in this increased reliance on evaluations in general, as well as in terms of the analytical tools that were developed for this purpose. Decades of evaluations of the public training programmers in the United States, the United Kingdom, and other developed countries have shown that the returns to such programmers are very low. For the survey of the impact

evaluation of such programmers, see for instance (Carneiro and Heckman, 2003). Therefore these findings do not necessarily extend to the typical pre-employment training schemes, such as institutional TVET in Ethiopia. Still, these evaluations are informative in terms of the tools employed and the evaluation issues to be overcome.

According to Attanasio et al (2011) evaluates vocational training in Colombia through a randomized intervention. The Vocational training consisted of three months of in class training, followed by three months of on-the-job training of young people between ages 18 and 25 in the two lowest socio economic strata in the population. The training was provided by the private institution that had to participate in the bidding process. The study found that the returns to vocational education were positive for women. Salaried earnings increased by 20% for women. The earnings increased both because of increased productivity and because of increased employment. For men, the only discernible effect of the program was shifting from the informal to formal sector.

2.8. The Role of Vocational Guidance and Job Integrating Service in Relation to Cooperative Training

Vocational guidance is the assistance offered by institutions to match trainee's abilities or skills, knowledge and interest to market demand and community. Vocational guidance helps trainees to plan their training and careers as well as prepare for being employable (MOE 2006:4). This is to mean that the goal of vocational guidance is to provide all consumers with data and tools for total vocational decision making as based on a mixture of vocational, educational and personal social factors.

On the other hand vocational counseling is an analytical and cognitive examination of one's professional abilities, job market opportunities and personal desires. (MOE, 2006:4). In a very simple language, vocational counseling matches on individuals to an employment area for the purpose of producing a satisfying career and a delighted human being. It helps trainees to integrate vocation to the rest of their life.

Basically, vocational counseling can be helped process for anyone who is uncertain about future direction, unfulfilled in a present position, or unsuccessful in acquiring employment. Elaborating the service of vocational guidance and counseling will further make vivid the role.

As the result as Robert in MoE (2006:9) vocational guidance service includes making available to the individual cumulative evidence about his abilities, interest and attitudes, supplying compressive factual information about education and occupational opportunities, providing for the counseling of individuals; and providing means for aiding the placement and adjustment in the individual's career. Precisely speaking vocational guidance has to do with the provision of relevant data to those who are in need of it and vocational canceling has to do with the critical examination of individuals' professional ability, desire and job marketing opportunity.

Furthermore the unpublished document for vocational guidance and counseling for TVET institutions states that MOE (2006:4-5), vocational guidance and counseling program help the institution to offer appropriate occupational training, to provide quality training, build good partnership with relevant stakeholders, to have well organized information system and documentation. Also let trainees to identify their own talent, strengths and weakness, family expectation and national requirements to sort out the personal relevance of the educational and vocational options available, to develop career adoptability to be able to take advantage of opportunities as they occur, to overcome self -defeating behavior, gain self-confidence and learn life skills, to cope with the reactions to job loss of anger, depression and apathy, and learn to take continuing positive action to become employed again and to identify alternative occupation, when current employment in jeopardy.

In addition to the above mention roles the new TVET strategy (2006:26) state that, an increased attention will be given to vocational guidance 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 TVET system. Vocational guidance has to start at a school level. However TVET institutions will also assign and train vocational guidance staff. They will cooperate with schools for early orientation of school leavers and with NGOs, community organizations and other relevant organizations to offer guidance to other local target groups. So to generalize that, vocational guidance staff at TVET institutions will be instrumental in facilitating cooperative training program and preparing youth for labour market. They will also be focal points in organizing self-employment support for TVET graduates.

According to Woube (2006) study, without qualified teacher meeting the goals of basic education, primary/secondary and higher education is unthinkable. This shows that trainers/instructors play a vital role in meeting the desired goal. Therefore, trainers of technical and vocational education and training (TVET) occupational fields should have relevant qualifications, besides, skilled professional working outside education invited to teach in schools/instructors in order to link the world of work closely to the classroom.

2.9. The Need for Qualified Trainers/Instructors in TVET

No education could succeed without the provision of highly qualified and motivated teachers. Since, TVET can adopt flexible learning and scheduling patterns and local industrial, agriculture and service enterprises can be involved through work-study, co-operative education and apprenticeships it needs well qualified instructors/trainers for its effectiveness (wamoto, 2005).

As stated in Ethiopia, TVET strategy document, the shortage of a sufficient corps of TVET teachers/instructors represents the most sever obstacle to TVET development in Ethiopia. According to (MOE, 2006), the quality of TVET teachers/instructors has suffered as a result of the low status of their profession. Most TVET teachers/instructors have relatively low formal qualifications, severely affecting TVET delivery at higher qualification levels. Furthermore, technical teachers are often unmotivated. They did not choose to become technical teachers, but were placed in technical teachers' colleges because there were no other options available. The existing TVET teachers/instructors are (mostly) inappropriately practically skilled, i.e. not competent to provide TVET in accordance with the occupational standards. This is a result of a training system that long emphasized theoretical knowledge though often not aligned with modern technology requirement of the world of work, (MOE, 2006). Delivery of quality TVET is dependent on the competence of trainers/ instructors' competence measured in terms of theoretical knowledge, technical pedagogical skills as well as ablest with new technologies and the workplace,(AU, 2007).

According to Woube (2006) study, without qualified teacher meeting the goals of basic education, primary/secondary and higher education is unthinkable. This shows that trainers/instructors play a vital role in meeting the desired goal. Therefore, trainers of technical

and vocational education and training (TVET) occupational fields should have relevant qualifications, besides, skilled professional working outside education invited to teach in schools/instructors in order to link the world of work closely to the classroom.

2.10. Major Challenges of Cooperative Training in TVET

With the intention of producing technical and professional skilled man power, TVET in Ethiopia has been practiced since 1940s. However, the expectation and the actual practice do not seem to meet each other. Initial training is still input oriented and follows curricular requirements instead of workplace and labor market requirements. Extending its suggestions tried to put what should be done in the coming five years. TVET program will focus on creating quality oriented and demand driven system that can produce adequate and skilled technical and vocational human resource for the implementation of Agriculture development led industrialization and poverty reduction strategy (MoE, 2006:28).

The above mentioned rationales do try to ensure the difficulties of TVET resulted from lack of or insufficient work place exercise. Thus cooperative training may fill the gap and brings up to the expectation of the training status. None the less, this is not an easy task for various reasons as in the following. Here it is worth mentioning one scholar suggestion is a certain meeting regarding the challenges of Ethiopia TVET. The TVET status and public awareness contribute to this endeavor. This could mainly be the task of political leaders, media, and other concerning parties. Undoubtedly, it is also demand finance which might be allocated to TVET either in the public or private enterprises. Any way the question of public needs emphasis for its significance in the change of TVET reform. Employers must be convinced that TVET graduates can produce added value, parents must be convinced that TVET in general and apprenticeship in particular gives their children good chance to make living, the young person must be convinced that TVET not a dead end street. If TVET is looked up to be the chance for drop out for any reason all reform steps end up in the middle of nowhere.

It is not a matter of only focusing on the issues raised but also all efforts to maintain training up to the challenges to achieve higher standards in production and competitiveness need to be joined. Simultaneously, training should participate effectively in achieving the national objectives on the economic and social levels, and fully utilize human resource including

minorities disabled, females and those with special needs. Participate in increasing the interaction and integration between the roles of the government, the production and service sector and the occupational association in all aspects related to training work force development.

As stated by Atchoarena and Delluc (2002), the difficulties with the promotion of technical and vocational education and training can be attributed to a number of issues, among the others limited acceptance by young people and their families as the benefits expected from VET (relative to general education) in terms of access to jobs, better pay or job promotion are far from obvious. Moreover, existing VET programs are often perceived as an unattractive option leading to dead-end jobs. Therefore, it is only seen as an inferior alternative to general secondary schooling. The high shares of informality in economic activities and employment lower the potential for productivity increases, technological innovation and formal job creation. Stronger employer demand for better skilled workers in more productive activities would generate stronger incentives for participation in formal VET; however, given existing firms and jobs, traditional apprenticeships after primary education seem sufficient to gain access to employment.

3.4. Sample and Sampling Technique

In Addis Ababa there are about 6 colleges and 22 government TVET institutions. According to the data from Addis Ababa TVET Agency (2013/14) the total enrollment of the trainee for the academic year 2013/14 is 9375 trainees and 1,456 trainers. In Arada and Gulele sub cities 1 college and 4 government institutions found among 2023 trainees and 351 trainers found as a total in selected sub cities.

3.4.1. Technical and Vocational Institutes

The study focused on the current status of cooperative training in government institutions found in Arada and Gulele sub cities. Four institutions and one college are existing in the sub cities. Among those 3 (60%) of them were selected purposively for the study. The rationale behind using purposive sampling technique in determining sample TVET college/institution was based on diversity of training programs offered. The three selected TVET colleges/institutions are:-

1. Berehane Ethiopia Technical and Vocational Institutions.
2. Entoto Technical and Vocational Polytechnic Collage.
3. Aware Technical and Vocational Institutions.

3.4.2. Management groups

Moreover, 3 Deans, 3 Vice-deans, 4 counseling and job integrating officer, 2 heads of TVET offices from the two sub cities and 10 organizational managers were selected using purposive sampling technique. Additionally 3 out-come based officers from both sub cities were included as respondents by using purposive sampling technique. They were selected purposely is that decisions and supervision are made with these bodies. So, that they are in a position to provide sufficient information about the issues under study.

3.4.3. Trainers

There were 273 trainers in 3 selected TVET institutions. Out of this population 80(30%) trainers were selected using simple random sampling technique. This technique was used is that; trainers in the defined population have an equal and independent chance of being selected for the sample and have the same probable of being selected so that it would be representative.

3.4.4 Trainees

In the three selected TVET institutions here were a total of 1526 trainees who took cooperative training in different organizations, out of this 460 (30%) were selected in the sample. The trainees were stratified according to their field of study with an attempt to incorporate ideas of trainees from all areas of training in the study then selected using simple random sampling technique. This technique has the same probability of being selected so that it would be representative.

3.4.3. Cooperative Training Giving Organization

There were a total of 110 cooperative training giving companies out of which 25 (23%) were selected in the study using simple random sampling method. In order to apply this method all organizations were listed down in alphabetical order and assigned for their name numerical value and the samples were chosen using lottery methods. After selecting the organizations 25 supervisors /industry trainers were selected by using purposive sampling method aimed mainly to include supervisors who train and evaluate trainees in the organizations. So that the condition and practice of the situation incorporated and they were the one to provide sufficient information about the issues.

3.5. Data Gathering Tool and procedure

3.5.1 Questionnaires and interview

In order to obtain primary information pertaining to the subject of the study open and close ended questions, interview, personal observation in the institutions, focus group discussion and observation of documents were employed. Questionnaire was considered for it is appropriate to obtain data from many people at a time and for it is inherent characteristic that it provides an opportunity to express their idea and opinion confidentially and freely. So that, questions were prepared composed of both open and close ended items addressing the basic questions raised for trainees, trainers and supervisors /industry trainers/and administered.

In addition structured interview was prepared and used as an instrument to collect useful information from deans, vice deans, counseling and job integrated officers, sub city TVET office heads, sub city outcome base training officers and organization managers. Moreover, document analysis was considered as one of data gathering instrument to assess and investigate information in relation to the implementation of cooperative training program.

3.4.2. Observation

Observation was implemented in all selected TVET institutions and hence shops, classrooms, training materials and also organizations which give cooperative training programs were observed. The observation checklist was prepared which helped to observe and recorded on how trainee were practice in the training shops, classrooms, and practical working area in the organizations. In addition education policy documents, government programs, strategies, guidelines and brochures/booklets, were extensively reviewed to obtain deep-seated information and data about the cooperative training and its implementation.

3.4.3. Focus Group Discussion

Unstructured interview items of focus group discussion containing items on current status of cooperative training program were prepared. In the FDG discussion 12 trainees and 8 trainers whom voluntary selected and the discussions were recorded with note. It was conducted in Amharic up on the participants' preference and consecutively transcription was done after discussion. The discussion with trainees was held at Berehan Ethiopia TVET institution on April 22/2014 from 8:45am – to12:30 pm and with trainers on May 7/2014 from 1:50 pm-3:00pm at Entoto college. The discussion was more helpful to triangulate the information collected with questionnaires and interviews.

3.6. Procedure of Data Collection

One set of questionnaire was employed for collecting data from trainers, and supervisors. The other set of questionnaire which was translated in to Amharic was employed to collect data from trainees. In order to get a better relevant data, the questionnaires included both close-ended and open ended items. The designed questionnaires and interview questions were explicitly examined with the basic question by the advisor and necessary correction was made. The final revised questionnaires and interview questions were get approved by the advisor and administered by the student researcher accordingly. Before administering the questionnaires' handed over a brief orientation was held to the respondents about the purpose of the study, the importance and how to fill the questionnaires' and confirmed the anonymous data collection and completion to increase their confidence and feel free in their response.

Subsequently, to retrieve further information structured interview was conducted with deans, vice-deans, Arada and Gulele sub cities TVET office heads, outcome based officers, job integrated and vocational guidance officers and organization managers interview was used respectively. After the data collected through questionnaires', interview, focus group discussion and observation were then analyzed and interpreted using appropriate techniques. The findings of the study summarized and critical reflections were made and finally implications forwarded based on the findings and conclusion of the study.

3.7. Method of Data Analysis

The data which collected through different instruments were presented, analyzed and interpreted in light of the research basic questions. Accordingly, the raw survey questioners' data collected from candidates through both closed and open ended questionnaires were tailed, organized, coded and presented in tables depending up on the nature of the data. Hence, to describe the results for each of the specified items in the survey questionnaires frequency count and percentage were employed in the analysis. While, the qualitative data obtained from the relevant documents, open-ended questions, structured interview and FGD were transcribed, scrutinized/analyzed and interpreted along with quantitative data to build up the accuracy, reliability, and validity of the findings. Moreover, relevant literatures were used to discuss and interpreted the output of the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The general objective of this study was to assess the status and challenges of cooperative training in government institutions of Arada and Gulele sub cities. In order to achieve this objective, data were obtained using different instruments. This chapter presentation, analysis, and interpretation of the data were presented. Generally, out of the total number of sample on which the study was conducted 467 (82.7%) of the respondents participated actively in answering the questions. So out of 460 questionnaires distributed to trainees 371 (81%) were filled and returned. From 80 questionnaires distributed to trainers 71(88.8%) were filled and returned. Among 25 questionnaires distributed to organization supervisors /industry trainers/ 25 (100%) were filled and returned. As the returned questionnaires were adequate for the purpose of this study therefore numerical analysis was based on this figure. Interview was also conducted with the college/institution Deans, Vice Deans, head of the two sub cities TVET offices, sub cities TVET outcome based officers and organization managers. Besides focus group discussion was conducted with trainers, trainees and job integrating officers in two different TVET institutions with two groups. Moreover, information was gathered through document analysis using observation checklist. The information gathered through interview, focus group discussion and document analysis was described qualitatively in words to give answer for the basic questions.

Hence, on the basis of the responses obtained from the respondents, the analysis and interpretation of the data are presented below each table.

Table 4.1 Characteristics of Respondents

no	Item	categories	trainers		trainees		supervisors	
			no	%	no	%	no	%
1.	Sex	a. Male	51	72	196	53	21	48
		b. Female	20	28	175	47	4	16
		Total	71	100	371	100	25	100
2	Marital statuses	a. Married	25	35	-		-	-
		b. Single	41	58	-		-	-
		c. divorced	5	7	-		-	-
		d. Other	-	-	-		-	-
		Total	71	100	-		-	-
3	Age	a. 15 -19 years			236	64		
		b. 20-29 years	37	52	129	35	4	16
		c. 30-39 years	24	34	6	1	11	44
		d. 40-49 years	10	14	-	-	10	40
		e. 50 and above	-	-	-	-	-	-
		Total	71	100	371	100	25	100
4.	Educational background /program attained for trainees/	a. MA/MSc	5	7			2	8
		b. BA/BSc	14	20			13	52
		c. Level 1	-	-	96	26	-	-
		d. Level 2	-	-	110	30		
		e. Level 3	26	37	102	27	4	16
		f. Level 4	21	29	48	13	4	16
		g. Level 5	5	7	15	4	2	8
		h. other	-	-				
		Total	71	100	371	100	25	100
5	Service years	a. Below 5 years	20	28			-	-
		b. 6-10years	24	34			6	24
		c. 11-20 years	7	10			15	60
		d. 21-30 years	12	17			3	12
		e. 31 and above	8	11			1	4
		Total	71	100			25	100

As can be seen from item 1 of Table 4.1, the trainer respondents 51(72%) were males and 20 (28%) of respondents were Females. The above data shows that the participation of females as a trainer in government TVET institutions/ colleges/ as compared to their male counter parts is very low. On the overall objective of national TVET strategy indicate that, ensuring equal access for women is one of the focuses (MoE, 2008). Therefore, it requires due consideration and maximum effort on the part of TVET management officials in each hierarchy, women associations and government to empower and bring females to position in the system.

As can be seen from item 1 of Table 4.1, 196 (53%) of trainee respondents were females. So, it indicates that there was good participation of female trainee in the sample institutions/colleges.

Concerning industry trainers /supervisor respondents 4(16%) were females and 21(84%) of the respondents were males. So, this implies that there is low participation of females as supervisors or industry trainers as compared to their male counterpart. Therefore, it requires encouragement and motivation of females to bring them to such activities in the selected organizations.

The finding indicates that the ages of respondents vary. Thirty seven (52%) trainer respondents were in the age of twenties, 24 (34%) thirties and 10 (14%) of respondents were in the forties. On the other side 236 (64%) trainee respondents were between 15 and 19, 129 (35%) were between age 20 and 29 whereas 6(1%) were from 30-39 years old. This shows that the majority of trainers and were young aged and capable of giving the training physically and mentally. In the same way trainees also higher institution aged students and actively acting in the labour market. Regarding the Age of supervisor respondents, 4(16%) were between 20 and 29 years, 11(44%) were between 30 and 39 years and 10(40%) of them respondents were in the age between 40 – 49 years. so the data indicates that the supervisors in the productive aged.

Item 4 of the same table, is regarding to educational background of trainers in the selected TVET government institutions/ colleges. The Table shows that the majority of trainers 26(37%) were level 3 graduates or C level trainers and 21(29%) of respondents were level 4 or C level trainers. On the other hand 14(20%) of the trainers were BA/BSc degree holders. The above data indicates that the institutions/colleges do not have sufficient number of B-level and A level trainers as needed. This might have enforced the institutions to give most of the training by C-level trainers which must be given by B and A level trainers and therefore it might have contributed for the low competency of the trainees in their national COC assessment. Accordingly, the training program trainees attained were included in the study. Concerning their level of training 96(26%) of them were from level I. 110(30%) from level II, 102(27%) trainees were level III, while 48(13%) of respondents were level IV and 15(4%) of trainee respondents were level V. This shows that the majority of trainees taken as a sample were more experience in cooperative training program.

Item 5 of table 4.1 , Shows service years of trainer respondents of them 20(28%) have below 5 years of service, 24(34%) have 6-10 years of experience, 7(10%) have 11 – 20 service years, 12(17%) have 21 – 30 years of experience and 8(11%) trainers have more than 31 years and above experience.

Thus, from the above data, in the sample training colleges/institutions the majority of trainers were with below 10 years of training experience. This implies that, more experienced trainers were not there. Based on the interview held with deans and vice deans of the sample Institutions/colleges, it was discovered that the employing structure and the low salary made experienced trainers not to apply to get employed in the colleges/institutions so high turnover rate of trainers is seen each year. The data indicates that the sample institution lack experienced trainers at each level to train using cooperative training and discharge their responsibilities properly.

Item 5 of the same Table shows service years of supervisors /industry trainers/. Accordingly 6 (24%) have 6-10 years of experience, 15 (60%) have 11 – 20 years of service, 3 (12%) have 21 – 30 years of experience and 1(4 %) supervisors have more than 31 years and above experience. The data indicates that the majority supervisors are well- experienced to follow up and coach trainees during cooperative training time.

Table 4.2- Select Training Field

No	Item	Categories	Trainee	
			No	%
1	How do you choose your field of study			
		a. Own choice	124	33
		b. The institution forced me	161	43
		c. With the help of vocational counselor	21	6
		d. By the orientation given by the department	-	-
		e. Friends convince me	59	16
		f. If other specify	6	2
		Total	371	100
2	In your institution, streaming trainees to various field of study is conducted	a. According to the interest of trainees	48	13
		b. By the decision of institution's management committee	144	39
		c. Partially based on the interest of the trainees	171	48
		d. If other please specify	-	-
		Total	371	100

Table 4.2.item 1 analysis concerning the selection of training field that trainee applied in the sample institutions and college, indicate that, 124 (33%) of the trainees responded that their field of study was their own choice. While 161 (43%) confirmed that the institutions /college enforced them for the selection of training fields but the rest 59 (16%) of the respondents claimed that they have selected on the basis of peer groups influence.

As indicated in the above fact the majority of respondents ascertained that, the institutions or the college enforced or assigned trainees in different fields of study. This implies that the interest of trainees was not taken into consideration.

Item 2 deals with the criteria to assigned trainees in each field of stream that was conducted in the institutions under study. As shown in table 3, 48 (13%) of trainers respond that trainees were assigned in the field by their interest and ability. One hundred Forty Four (39%) trainers claimed that the trainees were assigned by the decision of institution management committee. But, 171(48%) of the trainers responded that placement was done partially based on the interest of the trainees. The majority of the respondents asserted that placement of trainee is done by

partial interest of trainees. From the interview with deans and guidance officers, it was found that placement of trainees was done by their previous result and their choice of interest. This implies that there is no standardized criterion which is set by the sample Colleges /institutes of concerned officials.

Table 4.3 Orientation for Cooperative Training

No	Item	Categories	Trainee		Trainers	
1	Do you take orientation before you were assigned for cooperative training?	a. Yes	no	%	no	X^2
			14	4	2	0.17
		b. No	357	96	69	
		Total	371	100	71	

As stated in review of literature, one of the main objectives of Guidance and job integrating service in TVET institutes is to develop understanding, interest and good attitude about the institutional and cooperative training. In addition, create an easy awareness about the world of work and integrating graduates with job MoE (2010). These have been achieved, if the guidance services would have been entertained the discussion strongly and properly. Otherwise, it might conclude that such training program will influence the quality and objective of the cooperative training.

As it is illustrated in table 4.3 of item 1, 14(4%) of trainees and 2(3%) of trainers confirm that there was orientation given for trainees regarding cooperative training. The majority of the respondents 69(97%) of trainers and 357(96%) of trainees responded that they did not get any orientation before they were send to cooperative training. However, in the interview conducted with dean and vocational guidance and job integrating officers, it was explained that orientation was given for trainees in selected institutions/colleges by guidance officers. This indicates that there is a conflict of ideas between the institutions /college/ management group and trainees and trainers.

Table 4.4:- Legal Framework and Interest of Trainees towards Cooperative Training

No	Item	Categories	Trainers		trainees		Supervisor		χ^2
			No	%	no	%	No	%	
1.	Trainees interest towards cooperative training	a. More interested	3	4	33	9	3	12	13.69
		b. Interested	6	8	64	17	5	2	
		c. Less interested	42	59	140	38	11	44	
		d. Disinterested	20	28	134	36	6	22	
		Total	71	100	371	71	25	100	
2.	Did you sign memorandum of understanding with the organization which agrees to conduct the cooperative training?	Yes	29	41	175	47	9	36	1.94
		No	42	59	196	53	16	64	
		Total	71	100	371	100	25	100	

The analysis concerning the need and interest of trainees towards cooperative training that they practiced in the organizations shows that the majority 42(59%) of trainer, 140 (38%) trainees and 11(44%) supervisors confirm that they were less interested towards the training. From this data we conclude that there is absence of high interest. It might be because the trainees not assigned for practical training on their field of study, guidance and counseling service could not create awareness and lack of proper orientation about the environment. In addition, interview with deans and job integrated officers it was asserted that most of the trainees raise a question of financial support to cover their transport cost and uniform expense. They also explained that most organizations could not allow trainees to practice on the recent machines and equipment; rather they let them to be engaged on activities out of their field of study.

Cooperative training is one among the tools that create bond between stockholders and TVET institutions. It aims at raising the quality of training, by enlightening trainees to real world of work MoE (2008). Also MOE (2010) guideline indicates that the agreement must sign between the three parties with trainee, organization and institution or colleges. Hence, the critical aspects of training need to be supported by close communication and understandable rules and

regulating based on respondents 29 (41%) of trainer, 175(47%) of trainees and 9(36%) of supervisors replied the presence of memorandum of agreement, on the other hand the majority 42(59%) of trainers and 196 (53%) trainees and 16(64%) supervisors answered that they did not have any signed agreement between the colleges or institutions, and trainees. The above finding implies that most organizations do not have any signed agreement and even those few organizations which signed the agreement did not include trainees at all. Thus, the colleges or institutions should give serious attention for proper implementation of the cooperative training guideline.

In addition, from the interview done with organization managers and college deans, vice-deans and organizational managers it was ascertained that organization were not interested to sign the agreement and were not willing to cooperate for acting as a training center.

The chi-square test result also indicates that there is no statistically significant difference among the opinion of respondents since the calculated value 1.94 is less than the critical value 5.991 at $\alpha = 0.05$ and $df = 2$.

Table 4. 5. Criteria for Selection and Placement for Cooperative Training

No	Items	Categories	Trainers	
			No	%
1	Are there criteria set for the selection of cooperative training organization?	a. Yes	58	82
		b. No	13	18
		Total	71	100
2	If your answer yes for question number 3, what if the following are among the criteria?	a. Availability of machines to conduct the training	20	28
		b. Interest of the organization	31	43
		c. Availability of trainers in the industry	16	23
		d. Type of ownership	2	3
		e. Other	2	3
		Total	71	100

According to item 1 of table 4.5, 58 (82%) of the trainers answered that there was a criteria set for selection of cooperative training giving organizations. While the rest 13 (18%) of the trainers responded that there was no criteria applied for the selection of cooperative training companies. Item 2 of the same table also tried to assess the points that includes in the criteria. As the figure in item 2 reveals, 20 (28%) trainers confirmed that one of the criteria was availability of machines to conduct the training. The other 31(43%) of trainers replied that, the interest of the organization was the dominant factor to assign trainees for cooperative training in companies or industries. Furthermore the interview with the college deans was asserted that, when they assigned trainees to cooperative training, there was no criterion set except depending on the willingness and interest of the organization. Likewise job integrating officers had also said that, we tried to communicate with organizations so, they did not give any chance to observe the working areas, machines rather they accept trainee depending on interest and manpower needs.

Therefore, it's possible to conclude that institutions send trainees for cooperative training depending on the interest of the organization. In the literature emphasized that the preparation phase for sending students for cooperative training is that assessing and selecting potential

partners (MoE, 2010). So in order to have sound basis of training, technical and vocational institutions should make some kind of adjustment in the selection of organizations.

Table 4.6- Adequacy and Appropriateness of Cooperative Training Period of time

No	Item	Categories	Trainers		Trainees		X^2
			No	%	No	%	
1	Cooperative training periods were arranged?						4.96
		a. At the end of each competence	22	31	102	28	
		b. For a specified period	5	7	36	10	
		c. Shifting system	3	4	46	12	
		d. After taking 3 or 4 competencies	41	58	187	50	
		e. Others	-	-	-	-	
		Total	71	100	371	100	
2	What is your opinion with regard to the duration of training at practical training	a. More than enough	8	11	12	3	9.085
		b. Enough	28	39	170	47	
		c. Not enough	35	49	189	50	
		Total	71	100	371	100	

As can be observed from Item 1 of table 4.6, 22(31%) of the trainers and 102 (28%) of trainee respondents responded that cooperative training period arranged at the end of each competence. The others 5(7%) of trainers and 36(10%) of trainees confirmed that it was arranged for a specified period while 3(4%) of trainers and 46(12%) trainees answered that the practice was arranged in shifting system. On the other hand, 41(58%) of trainers and 187(50%) trainees replied that practical work training organized after taking 3 or 4 competence. Thus, the majority of the respondents claimed that the training takes place after taking 3 or 4 competence. In addition from the interview with job integrating officers, they ascertained that the training was done after taking 3 or 4 competence.

The chi –square test result also shows that there is no statistically significant difference among the opinion of respondents since the observed value 4.96 is less than the critical value 7.815 at $\alpha = 0.05$ and $df = 3$

As can be seen from Item 2 of the same the Table, the majority 35(49%) of trainer respondents and 189(50%) of trainees confirmed that the duration /practice time /of cooperative training was not enough. Furthermore the FDG discussion with trainee assures that cooperative training practice time was inadequate to acquire basic skills.

The chi -square test result show that there is statistically significant difference among the opinion of respondents since the observed value 9.085 is greater than the critical value 5.991 at $\alpha = 0.05$ and $df = 2$

Table 4.7:- Assigning Trainees to Practical Training

N o	Item	Categories	Respondents						X ²
			Trainees		Trainers		supervisors		
			No	%	No	%	no	%	
1	Who assign trainees to the selected organization?	a. Vocational counselor	83	22	18	25	6	24	11.42
		b. Trainers /teachers	99	27	26	37	12	48	
		c. Organization's request	74	20	8	11	3	12	
		d. Through trainees personal contact	69	19	9	13	2	8	
		e. College management	46	12	10	14	2	8	
		Total	371	100	71	100	25	100	
2	Who determine the number of trainees assigned to the selected organization?	a. Interest of the organization	88	24	10	14	6	24	12.81
		b. Based on the guideline	46	12	12	17	2	8	
		c. By training institution	109	29	27	38	11	44	
		d. No formal procedure	58	16	6	8	5	20	
		e. Up on the agreement between institution and organization	70	19	16	23	41	4	
		Total	371	100	71	100	25	100	
3	Do you think that organization assign trainees for cooperative training based on field of study?	a. Yes	169	46	23	32		-	4.15
		b. No	202	54	48	68		-	
		Total	371	100	71	100		-	
4	If you say No for number 3, what are the possible reasons	a. Absence of field of study in the organization	64	32	12	25		-	10.15
		b. Lack of supervisors in the field of study	24	12	6	13		-	
		c. Organization do not understand the importance of cooperative training	80	40	17	35			
		d. Employees in the organization are not voluntary to supervise	29	14	9	19			
		e. Other	5	2	4	8			
		Total	202	100	48	100			

Regarding assigning of trainees to the selected organization respondents to item number 1 of table 4.7 who said vocational counselor among the trainee respondents were 88(22%), Trainers 18(25%) and supervisors 6 (24%). But 99 (27%) of trainees, 26(37%) Trainers and 12(48%) of supervisors claimed that trainees were assigned by trainers. Those who replied through trainees personal contact were 69(19%) of trainees, 9(13%) trainers and 2(8%) supervisors. The fact implies that the assignment was done by trainers. But the guideline MoE (2006) clearly stated that the vocational counselor and job integrating officer is responsible to do so.

The chi -square test result show that there is no statistically significant difference among the opinion of respondents since the calculated value 11.42 is less than the critical value 15.507 at $\alpha = 0.05$ and $df = 8$

One of the problems of conducting apprenticeship training in African countries is lack of industrial fabric and trained supervisor (Goskov, 2000). Particularly, in Ethiopia, the number of trainees assigned to an organization was not proportional to the availability of human and material facilities (Masresha, 2004). He also added that lack of coordination between training institution, industries and trainees was the main reason that hinders the implementation of cooperative training.

With this regard 70 (19%) of trainees and 16 (23%) trainers stated that the number of trainees sent to cooperative training was determined by agreement between college and organizations. While others 88 (24%) trainees, 10 (14%) trainers and 6 (24%) of supervisors were claimed that the number was determined by the interest of the organization; the majority 109(54%) trainees, 27 (38%) trainers and 11 (44%) supervisors specified that the number of trainees for cooperative training was determined by training colleges only.

On top of this the interview with heads of cooperative training offering organizations was explained that, the number of trainees sent to their organization did not match with the equipment, machines and with the facilities of their organization. So, sometimes they were enforced to assign trainees in shift program.

That fact implies that trainees were not properly practiced in the allocated cooperative training time properly. Thus, it can be concluded that there was lack of coordination between TVET colleges/institutions/ and organizations.

The chi-square test result also indicate that there is no statistically significant difference among the opinion of respondents since the calculated value 12.81 is less than the critical value 15.507 at $\alpha = 0.05$ and $df = 8$

Concerning the assignment of trainees for cooperative training, 169(46%) of trainee respondents and 23 (32%) of trainers replied the assignment done based on their field of study. While the rest 202 (54%) trainees and 48 (68%) trainers replied that practical training takes place in the organization did not relate with their field. Those who replied negatively were asked to indicate the possible reason for which they were not assigned with their field of study. Consequently, 64(32%) trainees and 12 (25%) trainers asserted that absence of fields of study. Others 80 (40%) trainees and 17 (35%) trainers answered that organizations did not understand well the importance of cooperative training. The other 29 (19%) trainees and 9 (19%) trainers respond that some employee in the organization was not voluntary to supervise. The rest 24 (12%) trainees and 6(13%) trainees respond that there is lack of supervisor in the field of study. As the interview discussed with organizational managers indicate that sometimes there were conditions which enforced them to assign trainees out of their field, such as the fear of accident and that they did not quite confident with the skill of trainees. Thus, from the above data it is possible to conclude that the majority of trainees attending cooperative training in the practice firms were out of their training fields.

The chi-square test result also implies that there is statistically significant difference among the opinion of respondents since the observed value 4.15 is greater than the critical value 3.841 at $\alpha = 0.05$ and $df = 1$

Table 4.8:-Cooperative Training Incentive Mechanism

N o	Item	Categories	Trainers		supervisor		X ²
			No	%	No	%	
1	Is there any incentive mechanism for organizations which participate in cooperative training	a. Yes	-	-	-	-	
		b. No	71	100	25	100	
		Total	71	100	25	100	
2.	What ways do you suggest encourage organizations which participate in cooperative training?	a. Tax exemptions on imported machines and equipment	27	38	16	64	5.03
		b. Charge free training for company employees in TVET colleges	10	14	-	-	
		c. Give land for expansion free of tax	22	31	9	36	
		d. Give incentive with certificate	7	10			
		e. Nothing at all	2	3			
		f. Other	3	4			
		Total	71	100	25	100	

Incentive to cooperative training organization was one of the issues posed to respondents. Based on that 71 (100%) of trainer respondents and 25 (100%) supervisors answered that there is no any incentive mechanism undergone for those organizations which participated on cooperative training.

Accordingly 27 (38%) of trainers and 16 (64%) of supervisors confirmed that cooperative training offering organizations can be encouraged by making tax exemptions on imported machines and equipment. Others, 10 (14%) trainers asserted that organizations can be encouraged by charge free training for company employers in TVET colleges/institutions. The rest 22 (31%) of trainers and 9 (36%) of supervisors claimed that the organizations should be given land for expansion free of tax.

The interview conducted with organizational managers and colleges deans also asserted that most organizations are not interested to participate in cooperative training. As a reason they were explained that there is no any encouragement or any structural system by the side of government for those that participate in cooperative training. As they put as a solution some kind of incentive must be developed. In addition as document observation by student researcher there is no any encouragement means stated in the proclamation and other related documents. Therefore, it is safe to conclude that there is no any incentive mechanism which encourages organizations.

Table 4.9:- Follow up of Cooperative Training

No	Item	Categories	Trainee		Trainers		χ^2
			No	%	No	%	
1.	How do trainees be evaluated in cooperative training program?	a. Depending on the attendance and daily activity record book	74	20	10	14	3.117
		b. Depend on the supervisor feedback	169	46	42	59	
		c. With the interest of organization	102	27	15	21	
		d. Other	26	7	4	6	
		Total	371	100	71	100	
2	How many times, do TVET trainers visit trainees while they are in cooperative training	a. Daily	56	15	3	4	25.3
		b. Once in a week	115	31	45	63	
		c. Two times in a week	90	24	13	18	
		d. Not at all	95	26	6	8	
		e. Other	15	4	4	5	
		Total	371	100	71	100	

In the literature review it was indicated that vocational training should be tied to the real world of work. The evaluation of cooperative training will draw a real picture of trainees' performance and their achievements as well as its mechanism to get feedback about Technical Vocational and Training system MOE (2010).

Based on this item 1 of table 4.10, 74 (20%) trainee and 10 (14%) trainers were replayed that trainees evaluate based on attendance and daily record book. Whereas the majority of respondents 169 (46%) of trainees and 42 (59%) of trainers answered that the performance evaluation in cooperative training time was done depending supervisor personal feedback.

The chi-square test result also shows that there is no statistically significant difference among the opinion of respondents since the calculated value 3.117 is less than the critical value 7.815 at $\alpha = 0.05$ and $df = 3$.

Thus, this finding indicates that the evaluation takes place depended on the supervisor personal feedback rather than documents and daily activity record books. That means it was simply done for the so called evaluation at the end of the training program. Also from the fact concluded that, if there was no daily record book trainees were left completely to work independently within the training practice without any support and motivation from the supervisor that could help to raise productivity and good work morals.

The effort of TVET colleges to assign trainers to monitor the practical training during cooperative training and about the frequency of the follow up shows that, the vast majority 115 (31%) trainees and 45 (63%) trainers confirmed that the follow up takes place once in a week. While 90 (24%) trainees and 13 (18%) trainers answered two times in a week. Fifty six (15%) of trainees and 3 (4%) trainers claimed that the visit done daily. The rest 95 (26%) of trainees and 6 (8%) of trainers were responded that they did not get any follow up or support from TVET institutions or from their trainers.

In the open ended question when the respondents asked to explain the reason and they explained that financial problem and lack of interest to do so were the reason. This was supported by the job integrating officers and deans of TVET institutions during the interview with writer of this thesis. They asserted that they assigned trainers to follow up the training program in each day but not implemented accordingly because of shortage of man power, trainers lack interest and lack of supervision from the management.

Table 4. 10:- Relation between Theoretical and Practical Training

No	Item	Categories	Trainees	
			No	%
1	To what degree is the cooperative training relate with the training you took in your college or institution	a. High	14	3.77
		b. Medium	195	52.5
		c. Low	162	43.6
		Total	371	100

The finding shows that relation of training offered in colleges /institutes with that of organizations /industrial firms. As the data show 195 (52.5%) of respondents point out that the training and practice in the organization was moderately related. The rest 162 (43.6%) of trainees replied that there is low relationship between the training at institutes and practical training practiced in the organizations.

The data show there was gap between the theoretical training in institution/college and the real working environment. Trainee respondents explained in the open ended questions why the reason is that when they went to organizations they did not assigned in appropriate training area, the others implies that, most organizations were not interested even to teach using their machines and equipment and sometimes in the institutions competencies might not be covered before they were send to practical training. Therefore, it is safe to conclude that, there is difference between what is thought theoretically in the training centers and what is applied in the real work practically in the organizations.

Table 4.11:- Planning and Preparation of Cooperative Training

No	Item	categories	Trainees		trainers		supervisors		X ²
			No	%	no	%	no	%	
1	Were there planning and preparation for cooperative training?	a. yes	205	55	48	67	7	28	11.8
		b. no	166	45	23	33	18	72	
		Total	371	100	71	100	25	100	
									39.51
2	Did organization participate in the design, implementation and evaluation of cooperative training	c. yes	12	3	17	24	5	20	
		d. no	359	97	54	76	20	80	
		Total	371	100	71	100	25	100	

On item 1 of table 4.12, respondents were asked to answer whether there was planning and preparation for cooperative training or not. Majority of the trainees 205(55%) and 48(67%) of trainers indicated the existence of pre-planned and preparation for appropriate training. On the other hand, 18 (72%) supervisors, 23(33%) trainers and 166(45%) trainees replied the non-existence of planning and preparation for cooperative training. Thus from this finding it is possible to conclude that even planning was prepared by TVET institutions its degree of implementation was very low. According to the interview conducted with job integrated officers and deans of Aware, Brehane Ethiopia and Entoto TVET institutions, this finding was also strengthened. According to their response that the college has pre-planning and preparation for cooperative training but not implemented as required. So that the plan was nominal and it was not put in to practice. The chi – square test result also shows that there is statistically significant difference among the opinion of respondents since the calculated value 11.8 is greater than the critical value 5.991 at $\alpha = 0.05$ and $df = 2$.

The cooperative training guideline MoE (2010) emphasized that before assigning trainees for cooperative training the pre-planning phase must be completed that is prepare, design and plan together with the organizations. Thus TVET institutions or colleges must give due attention and work cooperatively with stakeholders for the effectiveness of cooperative training.

Accordingly, item 2 of the above table, asked respondents whether there was effective communication between TVET institutions and organization. Thus, the finding revealed that the majority of respondents 359(97%) of trainees, 54(20%) of trainers and 20(80%) of supervisors were confirmed that there was no communication at all. Thus this finding shows that there appeared to be less communication between the Institutions and employers who are major actors of the training which is little and may have influenced the quality and implementation of cooperative training.

Table 4.12:- Finance of Cooperative Training

No	Item	Categories	Trainees		Trainers		Supervisors		X ²
			No	%	No	%	No	%	
1	Did you face financial problems during cooperative training time?								28.3
		a. yes	354	95	55	77	19	76	
		b. no	20	5	16	23	6	24	
		Total	371	100	71	100	25	100	
2	If your answer is yes which one of the following do you think solve financial problems on cooperative training program?	a. Trainees should pay for the training offered	4	1	2	3	2	8	23.26
		b. The government should allocate budget for cooperative training program	165	44	42	59	12	48	
		c. There should be cooperative training fund raising committee	137	37	21	30	8	32	
		d. Cooperative giving organization should pay for trainees	54	15	3	4	2	8	
		e. Other	11	3	3	4	1	4	
		Total	371	100	71	100	25	100	

Regarding finance of cooperative training the majority 354(95%) of trainees, 55(77%) of trainer respondents and 19(76%) of supervisors responded that they face financial problems during practical training in the industries. The chi – square test result also indicate that there is statistically significant difference among the respondents since the calculated value 28.3 is greater than the critical value 5.991 at $\alpha = 0.05$ and $df = 2$.

To seek opinion from respondents on how to resolve some of the problems related with finance, questions were presented to trainees, trainers and supervisors. As the result, the majority 165(44%) trainees, 42(59%) trainers and 12(48%) supervisors replied that it was the government responsibility to allocate budget for cooperative training. Establishing cooperative training fund raising committee was the second major solution forwarded by 137(37%) trainees, 21(30%) trainers and 8(32%) supervisors.

The interview held with deans were selected for practice stressed that one of the main problems face during the training was the trainee financial problem. One of the reasons which some of the trainees drop the practical training or the course totally was financial problem related to transport. Because, sometimes the practical training offer organizations are far from residence area of trainee. For instance a trainee who study at Entoto college in Construction field might have been sent for practice at condominium constriction areas around Hanamariam / ሃና ማሪያም/ or bole bula bula /ቦሌ ቡልቡላ/ from Shiromeda. The other for example cost of uniform /some organizations or factories have their own work uniform/ and safety materials/shoe.../ so, as they concluded that trainee enforced to cover all this costs during the cooperative training time.

As the college deans said there was no any financial rule which let to cover all costs of trainee and trainers on the cooperative training time. As discussed in the literature the dual system of Germany experience has the official Germany law, which regulates the form of contract. The contract between the two parties includes objectives, structure and duration of apprenticeship (includes daily work, vocations and the probationary of period, method of payment and level of salary).

The chi – square test result also shows that there is statistically significant difference among the opinion of respondents since the calculated value 23.6 is greater than the critical value 15.507 at $\alpha = 0.05$ and $df = 8$.

Therefore we conclude that by taking a lesson from other countries, the Addis Ababa TVET agency, sub city sectors and the colleges must work together to facilitate some kind of cost compensation methods for the effectiveness of the program. In addition it is needed to go through with the guidelines and develop rules which govern training and sick solution for implementation of cooperative training as a whole.

Table 4.13:- Participation of stakeholders in TVET System

No	Item	Categories	Supervisor	
			No	%
1.	In what way does your organization participate in TVET system	a. on cooperative training agreement	14	56
		b. As a source of employee	2	8
		c. On development of occupational standard	1	4
		d. Not at all	7	28
		e. Other	1	4
		Total	25	100

Respondent supervisors in item 1 of table 4.14, in which requested whether the company have participated or not. Accordingly, 14(56%) replied that they participated to give cooperative training. The remaining 7(28%) of supervisors were answered that they did not have any participation in TVET system. In the interview conducted with vice deans was confirmed that one of the challenge that TVET colleges face is that the grading system in the company and in the institution is not the same. They also explained that, the evaluation result given by the companies do not show the skill he/she acquired from the cooperative training. Similarly, vocational guidance and job integrated officers it was found that, most of the time the result which was sent from organizations was almost all similar and scored an average 98-100% while, their result in the institutional training is less as compared to that of cooperative training program.

This implies that there is lack of understanding on organizations about TVET system and its objectives and the grading and assessment done without considering the trainee real performance. In light of this the participation of stockholders on TVET not considered the stated objective of the system.

Table 4. 14: Problems and Suggested Solutions

No	Item	Categories	Trainers	
			No	%
1.	Do you think that training problems in the college /Institution has influence on the cooperative training?	a. Yes		
		b. No	64	90
		Total	7	10
			71	100
2	Which of the following, do you think, solve problem on cooperative training in general?	a. Established diversity committee	10	14
		b. Give financial support to training	10	14
		c. Arranged workshops and seminars to concerned bodies	16	23
		d. Establishing cooperative training committee containing trainees trainers and supervisors	11	15
		e. Revise the cooperative training program guideline	24	34
		Total	71	100

One of the focus of the study is to assess institutional problems that had influence on cooperative training program. Thus, the majority 64(90%) of respondents claimed that the problem, challenges and obstacles that occurred in the institution had great influence to cooperative training result and performance of trainees in general.

In the data show respondents to put solution related with cooperative training according to its priority. Therefore the majority of trainers put as a first major solution is to revise cooperative training guide. Secondly they responded that arranged workshops and seminars with stakeholders, trainers, trainees and concerned bodies. On the third stage they forward that, establishing cooperative training committee includes cooperative training participating parties. In addition as explained with the interview conducted with deans, vice deans and sub cities sector managers stressed that the first priority as a solution start from revising the guide line and develop cooperative training rules specially about insurance of trainees and other training related problems. The second point that they put as a solution was that, arranging seminars and

workshops to concerned bodies are mandatory to tackle the overall awareness problem of cooperative training and TVET system.

Table 4.15:-Guidance and Counseling Service to Trainees

No	Item	Categories	Trainers	
			No	%
1	Do guidance and job integrating officer render counseling service for trainee in the field you train?	a. Yes	10	14
		b. Yes sometimes	21	30
		c. No	40	56
		Total	71	100

Vocational guidance helps the learners to identify their strength, values, interest and attitudes. It helps them also to use in school and out of school experience and to learn more about their potential (UNESCO, 1996).

On this regard the study access how the training program was cooperative with stakeholders. The analysis indicate that table 40(56%) the majority of trainer respondents replied that there was no discussion made between parents, employer agencies, trainers and trainees. In addition with interview it was ascertained that there was no relation with stakeholders. The other interview discussed with organizational managers assured that they did not have strong bond with TVET colleges or institutions except the letter sent for cooperative training. Therefore, it is possible to conclude that a linkage between the TVET institutions and stakeholders found to be weak. In order to improve the relationship, parents, employers, trainers and trainees must work together otherwise the cooperative training program considered as somebody responsibility rather than their own.

Table 4.16:- Influence of College Related Problems on Cooperative Training

No	Item	Categories	Trainee		Trainers		X ²
			no	%	no	%	
1	Is college related problems influence cooperative training?	a. Yes	358	96	56	79	33.12
		b. No	13	4	15	21	
		Total	371	100	71	100	
2	Which of the following college related factors influence cooperative training?	a. Shortage qualified trainer	96	26	11	15	15.19
		b. Low skill of trainers	53	14	6	8	
		c. Shortage of moderate training equipment and machines	102	27	28	39	
		d. Shortage of reference materials	40	11	3	4	
		e. Content not covered in the training time	76	20	20	28	
		f. Other	4	1	2	3	
		Total	371	100	71	100	
3	In your area of training how is the training conducted?	a. More of theory and less of practical	-	-	-	-	1.0
		b. More of practical and less of theoretical	-	-	-	-	
		c. 50% practical and 50 theoretical	58	16	8	11	
		d. 70% practical and 30% theoretical	313	84	63	89	
		Total	371	100	71	100	
4	Is there any other means for trainee who could not get cooperative training practices?	a. Yes	258	70	56	79	2.53
		b. No	113	30	15	21	
		Total	371	100	71	100	

Employers and service delivering organizations complain about the graduates of colleges that they were not practically and psychological competent for actual work situation. Some of the reasons frequently raised were trainee low academic performance and evaluation system used to certify trainees. Other, complain that the college human and material facilities are below the

requirement set by MoE. Here trainees and trainers were asked whether college related factors influence cooperative training or not. Surprisingly, 358(96%) of trainee and 59(79%) trainers in all of the colleges or institutions confirmed positively. The chi-square test result also shows that there is statistically significant difference among the opinion of respondents since the calculated value 33.12 is greater than the critical value 3.841 at $\alpha = 0.05$ and $df = 1$.

Regarding college related problems and its influence 102(27%) trainees and 28(39%) trainers asserted that shortage of training material highly influence cooperative training, while 96(26%) trainees and 11(15%) trainers confirmed that shortage of qualified trainer related with the training course was the second factor that affect trainee that influence cooperative training. Seventy six(20%) trainees and 20(28%) trainers were confirmed that the third reason is that the content/competency/not covered in the institutional training time also the other factor that influence the effective achievement of trainees during cooperative training time. The chi - square test result implies that there is statistically significant difference among the opinion of respondents since the calculated value 15.19 is greater than the critical value 11.071 at $\alpha = 0.05$ and $df = 1$.

Hence, this finding indicate that cooperative training problems were not limited to the practical training center/organizations/ rather factors related with the collage such as shortage of training materials, low academic skill of trainers and competences not covered on the college training time also have effect on cooperative training conducted in the organization.

How TVET outcome-based training implemented in the sample institutes where the research was conducted. Accordingly, the majority 313(84%) of trainees and 63(89%) trainer respondents claimed that the training given in the institutions/colleges is related with the strategy that is 30% theoretical and 70% practical.

One of the focus of the study is to assess the related training for those not assigned in cooperative training. As the data indicate 258(70%) trainees and 56(79%) trainers answered positively. The rest 113 (30%) trainees and 15 (21%) trainers respond that there was no any compensation method.

Table 4. 17 - Willingness of Organization for Cooperative Training

No	Item	Categories	Trainers		Supervisors		total	X ²
			No	%	No	%		
1	Willingness of organization to accept and provide cooperative training?							30.58
		a. High	7	2	5	20	12	
		b. Medium	168	45	6	24	174	
		c. Low	196	53	14	56	210	
		Total	371	100	25	100	396	

The TVET system must be directed and implemented with the involvement of many stakeholders. The different stakeholders will contribute to their own expertise, experiences and capacities in order that their combined efforts improve the relevance and effectiveness of the TVET system (MoE, 2010 and proclamation No 391/2004). One of the considerations in this regard is to check if enterprises fulfill their duties and responsibility properly as stated in the proclamation and guideline. Therefore respondents were asked to rate willingness of organizations to receive and provide cooperative training. Accordingly, a great majority of respondents, trainees 196(55%) answered that the willingness of most organizations to accept and provide cooperative training was low, on the part of supervisors 14(56%) responded that it was low. The rest 168 (45%) trainers and 8(32%) supervisors claimed that organizations have medium interest to cooperate practical training service.

In addition, as explained by the interview with deans was found that, most organizations not willing and interested to work cooperatively with them. As they explained the major problem faced in cooperative training system was organizations lack awareness and fear of accidents that might be occurred on trainees during practical training.

Thus, it can be conclude that there was lack of interest and willingness on the part of stakeholders, though TVET institutions or Colleges cannot bring any change alone. Therefore, the government and concerned bodies look over it and seek solution on the gaps face on the rules, proclamations no 391/2004 and cooperative training guide.

Table 4.18:- Result and Similarities of Machines and Equipment in Cooperative Training

No	Item	Categories	Trainee	
			No	%
1	Do you get the expected skill from cooperative training?	a. Yes	83	22
		b. No	288	78
		Total	371	100
2.	How do you evaluate similarities of machines and equipment you practiced in college/Institution with that of organization?	a .Highly similar	50	13
		b. Moderately similar	102	27
		c. There is no similarities	219	59
		Total	371	100

As can be seen from the analysis that 20, 83(22%) of trainee claimed that they get the expected skill from cooperative training. the rest 288(78%) of trainees responded that they did not get the expected skills from cooperative training practice. Therefore it is safe to conclude that the training did not attain the expected result because of different factors.

The above table deals with the relation of training materials, machines and equipment in the institutions with that of industrial firms. Accordingly 102(27%) of trainee respondents answered that the equipment and machines were moderately similar with that of the organizations /Industrial firms. The majority of respondents 269(73%) claimed that there was no similarities between machines in the firms and in the colleges.

As indicated in the above data the majority of the respondents affirmed that the equipment in the institution was not compatible with technological change. In addition, in the open ended question, when the respondents explain what the reason was, they indicate that lack of updated training machines and materials is the first problem they face. For instance, respondents from Garment department stressed that they used old sewing machines in the institutes and when they sent to practice with electrical sewing machines. Thus, if these variations continue, trainees might develop lack of interest to the cooperative training program. They also face challenges in order to adjust themselves with the labor market in general.

Table 4. 19: Supervision and Assignment of Trainees in the Organization

No	Item	Categories	Supervisor	
1	How do your organizations assign trainees for cooperative training?		No	%
		a. Based on trainees competence	4	16
		b. On the interest of organization	14	56
		c. On the interest of the trainee	3	12
		d. Other	1	4
		Total	25	100
2	With what criteria are you selected from other employee in order to be company supervisor?	a. Based on educational background	6	24
		b. With performance evaluation	2	8
		c. Depending on my interest	5	2
		d. Enforcing to do so by the organization	10	40
		e. Other	2	8
		Total	25	100
3	Who supervise from the college /Institution the cooperative training?	a. The college /Institution management team	3	12
		b. Trainers	13	52
		c. Vocational guidance and job integrating officers	7	28
		d. Other	2	8
		Total	25	100

One of the focuses of the study is to assess the assignment of trainees and supervisors in the organization. The majority 14(56%) supervisors responded that assignment of trainees takes place based on the interest of the organization. Thus, the fact implies that the assignment for cooperative training laid on the interest of the organization. But the guideline MoE (2010) state that trainees must assign based on the competence took at the training institution. So, both organizations and the training college or institutions work together to conducted cooperative training program.

As indicated in item 2 of the same table, the majority 10(40%) of supervisors/industry trainers replied that, they were chosen as supervisors by their organizations as additional task. As stated in review of literature, both parties must assign responsible coordinators for the program. While

a trainer for a specific occupation can be a coordinator from TVET institution, and an experienced personnel in related occupation must be assigned as a supervisor or coordinator from the organization side to assure the program is running as desired (MoE, 2010). Thus, if the implementation was not according to the guideline it would be wastage of time and resource.

Concerning the assignment of supervisors from the college/institution side shows that 13(52%) of supervisors answered that trainers are the one who supervised the cooperative training from TVET institution. Thus it is safe to conclude that the trainers follow up and supervise the cooperative training program.

Table 4.20:- Factors that Affected the Implementation of Cooperative Training Program

To what extent did the following factor affected the implementation of cooperative training program?

No	Item	Categories	Trainee	
			No	%
1.	Lack of adequate support from the college or institution management			
		a. High	104	28
		b. Medium	171	46
		c. Low	96	26
		Total	371	100
2	Lack of raw materials for practical training	a. High	161	43
		b. Medium	144	39
		c. Low	66	18
3	Lack of adequate laboratories /shops/	Total	371	100
		a. High	160	43
		b. Medium	130	35
		c. Low	81	22
		Total	371	100
4	Lack of technical qualified trainer	a. High	188	51
		d. Medium	143	39
		e. Low	40	11
		Total	371	100
5	Lack of similarities of materials and equipment in TVET and organization	a. High	164	44
		b. Medium	110	30
		c. Low	97	26
		Total	371	100

The finding shows that support of the institutions management for the success of cooperative training program. Accordingly 104(28%) of trainees respond that lack of adequate support from college or institutions management affects highly, others 171(46%) the majority claimed medium. The rest 96 (26%) trainees respond that low effect on implementation of cooperative training.

The analysis concerning relation to the provision of raw materials majority 161(43%) of trainees replied that insufficient raw materials and consumable inputs were given for practical training affected highly the implementation of cooperative training.

Regarding to the adequacy of laboratories and shops for practical training, 160 (43%) trainees described that it was in adequate and the laboratories and workshops were not well equipped with machineries and materials and it influence was high. While the others 144(39%) answered the influence was medium. This finding indicates that no sufficient and well equipped shops that let them to relate well with practical cooperative training and the real world of work.

Pertaining to relatedness of training content during cooperative training with what they studied at TVET institutions. On this majority 164 (44%) of trainees responding that machines and equipment that practiced in the institutions/colleges was one of the major factors that diminish the quality of cooperative training. Accordingly, the majority of respondents indicated that to open ended questions ascertained that mismatch between training given in the college/institution and practical training assignment in the organization was very high.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.1. Summary of the major findings

The major objective of this study was to assess the status and challenges of cooperative training in government institutions in Arada and Gulele sub cities. In order to achieve this objective, the study attempted to answer the following basic research questions:

1. What is the nature of cooperative training in government TVET institutions of Arada and Gulele sub cities?
2. To what extent does the cooperative training program implemented in government institutions of Gulele and Arada sub cities?
3. What are the constraints observed during the implementation of cooperative training in government TVET institutions of Arada and Gulele sub cities?

The study was carried out in three government TVET institutions/colleges of Arada and Gulele sub cities. The necessary information was collected using questionnaires, interview, focus group discussion and observation. Then the data obtained through tools were analyzed using percentage and the qualitative data were discussed.

The following are the major findings drawn from the analyses:

1. In relation to the selection of trainee field of study the vast majority forty three percent of trainees claimed that they selected their field of study by the enforcement of the institution /college.

With respect to orientation for trainees about cooperative training it was revealed by the vast majority 97 percent of trainee respondents, there was no any oral or written orientation which assists trainees for better achievement during the cooperative training.

In relation to the selection of organizations for cooperative training 82 percent of trainers describe that there was selection criteria of organizations for cooperative training. As the majority forty three percent of trainer respondents claimed that the selection of the organization was not based on the predetermined criteria but with the need and interest of the organization. The interview conducted with deans and vice deans also asserted this idea. Therefore, according to the finding the selection of the organization that could offer cooperative training was carried out without considering the criteria stated on the cooperative training guideline by MoE (2010) rather it depends on the interest and willingness of organizations and in haphazard manner since there was no clear criteria.

2. Regarding the adequacy and appropriateness of cooperative training time, the majority 58 percent of trainer respondents and 50 percent of trainees responded that the cooperative training was arranged after taking three or four competencies which were contradicted with the guideline as stated to attend at the end of each competence. Furthermore regarding the duration of training time allocated for cooperative training 49 percent of trainers and 50 percent of trainees responded the practical training time was not enough to achieve the expected objective.
3. With respect to the assignment of trainees in organizations the majority 27 percent of trainees as well as 26 percent of trainers and 48 percent of supervisors revealed that the responsibility of assigning trainees to each organization was facilitated with trainers contact with the organizations. Moreover, 22 percent of trainees, 25 percent of trainers and 24 percent of supervisors answered that the assignment takes place with vocational counselor and job integrating officer.

4. The majority 54 percent of trainees and 68 percent of trainers confirmed that the assignment of trainees for practical training in the organizations was not related with their field of study. Relatively 60 percent of trainees and 35 percent of trainers claimed that most organizations misunderstood or lacked a clear awareness about cooperative training and this is the basic reason for unrelated assignment of practical training.
5. The study showed that surprisingly almost all trainers and supervisors indicated that there were no any incentives given for cooperative training. Furthermore, 38 percent of trainers and 64 percent of supervisors mentioned that there was no tax exemption on imported machines and equipment.
6. In line with legal framework of cooperative training 59 percent trainers, 53 percent of trainees and 64 percent of supervisors made clear that memorandum of understanding was not signed between trainees, institutions and organizations which bind them to provide proper training.

In relation to follow up of trainers on the way the training is delivered to trainees during cooperative training, 46 percent of trainees 59 percent of trainers made clear that evaluation of trainees on practical training time depends on supervisor's feedback given at the end. Besides this, 31 percent of trainees and 63 percent of trainers confirmed that most trainers visited the training once in a weak. Therefore, the evaluation takes place without considering the cooperative training guideline and does not based with documents.

7. Regarding the relation between the theory thought and practice at the actual work place 52.5 percent of trainees revealed that it was an average.
In relation to planning and preparation of cooperative training 55 percent of trainees, 67 percent of trainers confirmed the existence of pre implementation phases i.e planning and preparation for cooperative training. Furthermore, the vast majority that is 97 percent of trainees, 76 percent of trainers and 80 percent of supervisors pointed out that the preparation phase conducted in TVET colleges/institutions did not involve organizations.
8. With respect to finance of cooperative training almost all trainers and trainees claimed that they face financial problem during cooperative training time. Besides this 54 percent of trainees, 70 percent of trainers and 52 percent of supervisors in selected college/institutions and organizations believed that to solve financial problem related to the cooperative training government should take the first priority, Second establishing fund

raising committee and third organizations should pay for trainees as pocket money would put as a solution for cooperative training financial problem.

9. Regarding constraints that are observed it is revealed by the majority of respondents 96 percent of trainees and 80 percent of trainers confirmed that problems related to institutions influence the implementation of cooperative training. Moreover the vast majority of respondents described as factors that affect the practice of cooperative training in the selected colleges include shortage of training material and low qualification of trainers, the fact that trainers skill was below the required standard, shortage of manpower as industry trainer and shortage of training material in the organizations were the major problems mentioned.

In line with willingness of organizations to accept trainees and provide the training cooperatively, 53 percent of trainers and 56 percent of supervisors indicate that it was low. With respect to the result of cooperative training 78 percent of trainees reported that they did not get the expected skill from the cooperative training. In relation to supervision and assessment of trainees in the organizations, 56 percent of supervisors indicated that the assignment of trainees in organizations was depended on the interest of the organization.

10. Regarding machines and equipment that are found in the institutions 59 percent of trainees responded that they do not have similarity. In addition to this, the vast majority of trainees indicate that are lack of adequate support from the institution management, lack of raw materials for their practical training, lack of well-equipped workshops, lack of technically qualified trainers. These would be taken as factors that affected the implementation of cooperative training program.

5.2. CONCLUSION

From the results of the study it can be concluded that with the exception of the selection of training field for trainees and the relationship of the training which was provided in the institution and that of the practical training during the cooperative training did not related. Despite the fact that, the orientation to assign trainees for cooperative training which, adequacy and appropriateness of cooperative training time, incentive mechanisms for partners who provide cooperative training, signing of memorandum of understanding with organizations which agreed to conduct cooperative training, the follow up mechanism set during cooperative training, the participation of organizations in TVET system, implementation and evaluation of cooperative training, the interest of trainees for cooperative training, guidance & counseling service to trainees, willingness of organization for cooperative training, the result of cooperative training and supervision of trainees in the organization were not implemented as of TVET strategies and cooperative training guideline. Hence its clearly shows that there is gap between the strategies and guidelines and that of current practice. Therefore the overall conclusion is that, the current status of cooperative training in the government institutions/colleges of Arada and Gulele sub cities were found to be lack of quality.

5.3 Recommendation

On the basis of the findings obtained through questionnaires, interview, document analysis and focus group discussions, and the conclusion made with respect to the current status and challenges of cooperative training in the government institutions of Arada and Gulele sub cities the following recommendations are forwarded.

1. Provide orientation and adequate training for both trainees, trainers as well as for organizations which give cooperative training.

Since trainees and trainers as well as supervisors or industry trainers in the industry comes from different walk of life; they might even have a problem of understanding how to play their role and how to discharge their responsibility properly during the cooperative training period. to create awareness about cooperative training colleges or institutions should arrange and give seminars, workshops ,short-term training and distributed pamphlets to cooperative training partners such as company or industry owners, managers, supervisors, trainers ,trainees and their parents. Hence, orientation and adequate training is necessary for the aforementioned cooperative training partners in general and trainees in particular.

2. Create conducive environment for proper implementation of the cooperative training.

Most practical trainings are related with machineries, so, it might have risk for trainees. If accident occurred, unless trainees are insured organizations may be in dilemma to accept the cooperative training agreement. Thus, it is recommended that the concerned parties that are MoE, Federal and Addis Ababa TVET agencies should endorse regulations, rules and guidelines concerning insurance coverage of cooperative training. TVET institutions or colleges must also build the capacity of their trainers to improve the quality of the training.

The overall objective of national TVET strategy is to create a competent, motivated adoptable and innovated workforce in Ethiopia contributing to poverty reduction, social and economic development through facilitating demand driven, high quality technical and vocational education and training, relevant to all sector of the economy, at all level

to all level and to all people in need of skills development. Thus, cooperative training is used as a bridge between in school training and the world of work. Therefore, the government /MOE/ has to implement a new guideline which treated the cost, insurance and enforces organization to take and provide practical training to trainees by assigning them properly in their respected field of study. Besides this the government must arrange new incentive mechanisms such as reduction of tax about 2 percent on imported machines and equipment for organizations cooperative training which give cooperative training jointly with TVET institutions/colleges. In addition to this, TVET institutions/colleges must arrange transport vehicles to tackle the transport problem especially trainees.

- As clearly stated in the literature, TVET system is a specific sector that needs to work together with the other stakeholders. So to achieve the objective this stakeholder must participate in preparation of curriculum, occupational standard and assessment and evaluation MoE (2008). Thus, the colleges, sub city TVET sector offices and TVET agency in general work with all rounded participation of stakeholders.
- 3. It is the production of a competent and responsible citizen who contributes to eradicate poverty in Ethiopia. Technical Vocational Education and Training needs working together with the different stakeholders continuously to enrich and strengthen the education sector in order to enhance ownership and realized shared goals. These could be achieved by making agreement between trainees, enterprises and TVET institutions based on the cooperative training rules. The main objective should be producing trainees who are competent and rational consumer in society by creating partnership between organizations and TVET institution. Thus, they all straggle for the same reason; self-motivated training TVET institution for a more resourceful professional world. Therefore, the government/MOE/, Federal TVET Agency and Addis Ababa TVET Agency must implement a new rule which leads organizations /enterprises/ to work cooperatively and commonly benefited from cooperative training and TVET training system too. Generally if the problems indicated in the finding are alleviated and if the points recommended above are implemented, they will have their own contribution to promote the quality of the cooperative training and to make trainees more competent.

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Appendix

አዲስ አበባ የኒቨርሲቲይ የድህረምረቃፕሮግራም የትምህርት እቅድና አስተዳደር ዲፓርትመንት

ለትብብር ስልጠና ወደ ተለያዩ ድርጅቶች ለሚላኩ ሰልጣኞች

የዚህ መጠይቅ አላማ፡- የዚህ መጠይቅ አላማ በአዲስአበባ ከተማ አስተዳደር በአራዳ እና በጉለሌ ክፍለከተማ ስር በሚገኙ የመንግስት ተቋማትና ኮሌጆች ውስጥ በመሰልጠን ላይ የሚገኙ የቴክኒክና ሰልጣኞች የትብብር ስልጠና /ለስራ ላይልምምድ/ ወደ ልዩልዩ ተቋማት ሲላኩ የሚገኙትን ችግር ለመፍትሄ የለያዩ ሃሳቦችን፣ አስተያየቶችንና ናኢንፎርሜሽኖችን በመሰብሰብ የመፍትሄ ሃሳብ ለማቅረብ ነው። የሚሰጡትንም ማንኛውም ሀሳብ ለጥናቱ አላማብቻ እንደ ግብአት የሚያገለግል መሆኑን አውቀው መጠይቁን በትክክል እንዲሞሉልኝ ትብብርዎን እጠይቃለሁ።

መጠይቆቹን ከመሙላት ወደ በፊት እባክዎ የሚከተሉትን ነጥቦች ያስረዱኝ፡-

ማሳሰቢያ፡-

- ስም መጻፍ አስፈላጊ አይደለም
- ከዚህ በታች ያሉትን ጥያቄዎችን ልብ ብለው በማየት የተሟላ መልስ እንዲሰጡ እጠይቃለሁ
- ለእያንዳንዱ ጥያቄዎች ከአንድ በላይ መልስ መስጠት ይቻላል።
- መልስዎን በባዶ ቦታ የሚያስቀምጡ ከሆነ አጭርና ግልጽ በማድረግ ይተባበሩ።
- ምርጫ ለተሰጠባቸው ጥያቄዎች የምላሽ ያዘውን ፊደል/አሃዝ/ በማክበብ መልስዎን ያመልክቱ።

ክፍል አንድ

1. የሚሰለጥኑበት ተቋም/ኮሌጅ ስም
2. የስልጠና መስክ
3. የስልጠና ፕሮግራም
4. ጾታ ሀ/ ወንድ ☐ ለ/ ሴት ☐

5. እድሜ ሀ/ ከ15 እስከ 19 ☐ ለ/ ከ20 እስከ 29 ☐
 ሐ/ ከ30 እስከ 39 ☐ መ/ ከ40 እና ከዚያ በላይ ☐

ክፍል ሁለት

1. ሚሰለጥኑበት የሙያ ዘርፍ እንዴት ነበር የመረጡት?

ሀ/ በራሴ ምርጫ ☐

ለ/ በተቋሙ ስለምደባዎ ተገደው ነው ☐

ሐ/ በምክርና ስራ ማስተሳሰር ባለሙያ ☐

መ/ በስልጠና ዘርፍ በተሰጠው ኦረንቴሽን ☐

ሠ/ ጓደኞችዎ ስላላመኖዎት ☐

ረ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

2. ለትብብር ስልጠና ፕሮግራም በተመረጡ ድርጅቶች ስልጣኖችን የሚመድበው ማነው?
 ሀ/ ምክርና ስራ ማስተሳሰብ ለመሆን
 ለ/ አሰልጣኝ ወይም አስተማሪ
 ሐ/ በስልጣኑ የግልጥረት አማካኝነት
 መ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

☐
☐
☐

3. ከትብብር ስልጠና የሚጠበቀውን ክህሎት አግኝቻለሁ ብለው ያስባሉ?

ሀ/ አዎ ☐ ለ/ አይደለም ☐

4. ለጥያቄ ቁጥር 3 መልስዎ አይደለም ከሆነ ምክንያቱ ምንድን ነው ብለው ያስባሉ?

5. የትብብር ስልጠና አተገባባርን የሚደግፍ ህጋዊ አሰራር አለ?

ሀ/ አዎ ☐ ለ/ አይደለም ☐

6. የትብብር ስልጠና ከሚሰጡ ድርጅቶች ጋር የስምምነት ሰነድ ፈርመዋል?

ሀ/ አዎ ☐ ለ/ አይደለም ☐

7. ለጥያቄ ቁጥር 6 መልስዎ አዎ ከሆነ እባክዎ የስምምነት ሰነዱን ዋና ዋና ነጥቦች ይዘርዝሩ?

8. የትብብር ስልጠና ጊዜ የግል ወጪ ህን/ሸን የሚሸፍነው ማነው?

ሀ/ የቴክኒክና ሙያት ምህርት ስልጠና ኮሌጁ/ተቋሙ ☐

ለ/ ድርጅቱ ☐

ሐ/ የስልጣኖች ወላጆች ☐

ሐ/ በህብረተሰቡ ተሳትፎ ☐

መ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

9. በትብብር ስልጠና ወቅት የስልጠናውን አተገባብር ድጋፍ የሚያደርገውና የሚከታተለው ማነው?

ሀ/ የድርጅቱ ፕሮጀክት ☐

ለ/ የኮሌጁ/የተቋሙ አሰልጣኝ ☐

ሐ/ የኮሌጁ አመራር ቤት ☐

መ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

10. በትብብር ስልጠና ላይ እያለህ/ሽ የቴክኒክና ሙያ ትምህርት ስልጠና አሰልጣኞች በምን ያህል ጊዜ ሰልጣኞችን ይጎበኛሉ?

ሀ/ በየቀኑ ☐

ለ/ በሳምንት አንድ ጊዜ ☐

ሐ/ በሳምንት ሁለት ጊዜ ☐

መ/ ምንም ጉብኝት አያደርጉም ☐

ሠ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

11. ለጥያቄቁጥር 10 መልስህ/ሽ ምርጫ " መ ከሆነ ከሚከተሉት ውስጥ የትኞቹ ምክንያቶች ይሆናሉ ብለው ያስባሉ?

ሀ/ የሰው ሃይል እጥረት ☐

ለ/ የአመራሩ ትኩረት ማጣት ☐

ሐ/ ለውሎ አበልክፍ ያየ ገንዘብ እጥረት ☐

መ/ ሃላፊነቱ ለድርጅቱ ስለሚተው ☐

ሠ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

12. በትብብር ስልጠና ጊዜ ኮሌጁ/ተቋሙ በድርጅቶች ውስጥ የሚሰጠውን ስልጠና የሚከታተለው እንዴት ነው?

ሀ/ በቀጥታ ሰልጣኞችን በስራ ላይ በመመልከት ☐

ለ/ ስለ ሰልጣኞች አፈጻጸም ከሱፐርቫይዘሮች በመጠየቅ ☐

ሐ/ የሰልጣኞችን የስራ ውጤት ማየት ☐

መ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

13. የወስድከው/ሽው የትብብር ስልጠና ውበተኛ ሙ/በኮሌጁ ውስጥ ከተሰጠው ስልጠና ጋር ምን ያህል ተያያዥነት ነው?

ሀ/ ከፍተኛ ☐ ለ/ መካከለኛ ☐ ሐ/ ዝቅተኛ ☐

14. ለጥያቄቁጥር 13 መልስህ/ሽ ምርጫ " ለ " ወይም " ሐ " ከሆነ ምክንያቱን ምን ድንኳን ነው?

15. የትብብር ስልጠና መሰልጠን ከጀመሩ በኋላ የቋረጡ ሰልጣኞች ነበሩ?

ሀ. አዎ ☐

ለ. የሉም ☐

16. ለጥያቄቁጥር 15 መልስህ/ሽ ምርጫ " ሀ " ከሆነም ከንደቱንም ንገረህን ይችላል?

ሀ/ የገንዘብ ብትግር ☐

ለ/ የጤና ብትግር ☐

ሐ/ ከሚሰጥኩበት ሙያው ጭንዲሰለጥኑ በመደረጋቸው ☐

መ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

17. በማሰልጠኛ ተቋሙ/ኮሌጁና በድርጅቶች ውስጥ ያሉትን የማሸናጊያና የእቃዎች ያላቸውን መመሳሰል እንዴት ይገልጽታል?

ሀ/ በጣም ይመሳሰላል ☐

ለ/ በመካከለኛ ሁኔታ ይመሳሰላል ☐

ሐ/ ምንም አይመሳሰልም ☐

18. ለጥያቄቁጥር 17 መልስህ/ሽ ምርጫ " ለ " ወይም " ሐ " ከሆነልዩንቱን ቢያብራሩ

19. ሰልጣኞች በትብብር ስልጠና ፕሮግራም ያገኙት ሰልጠና እንዴት ይገመገማል?

ሀ/ በአቴንዳንስና እና የተግባር መመዝገቢያ መሰረት ☐

ለ/ ከሱፐርቪዘር ጋር ባለ የግል ግንኙነት ☐

ሐ/ በድርጅቱ ፍላጎት መሰረት ☐

መ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

20. በተቋሙ/ኮሌጁ ውስጥ በሚሰጠው ስልጠና ከሚከተሉት የትኞቹ ችግሮች ገጥሞታል?

ሀ/ የአሰልጣኝ እድገት ☐

ለ/ የአሰልጣኝ የክህሎት ማነስ ☐

ሐ/ የዘመናዊ ማሸናጊያና መሳሪያዎች እድገት ☐

መ/ የማማሳከሪያ ማቴሪያዎች እድገት ☐

ሠ/ በስልጠና ጊዜ ሙሉ ለሙሉ ያልተሸፈኑ ኮርሶች ☐

ረ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

21. በትምህርት ዘመኑ የትብብር ስልጠና የሚካሄደው በየትኛው ጊዜ ነው?

ሀ/ በያንዳንዱ የብቃት አሃድ መጨረሻ ☐

ለ/ በወሰነ ትምህርቱ መጨረሻ ☐

ሐ/ በያንዳንዱ ወር መጨረሻ ☐

መ/ በሳምንት መጨረሻ ☐

ሠ/ እባክዎ ሌላ ካለ ይጥቀሱ.....

22. ከሚከተሉት ነጥቦች የትኛው የትብብር ስልጠና ንግግር ሲፈታ ይችላል ብለው ያስባሉ?

ሀ/ ሰልጣኞች ለሚወስዱት ሰልጠና እንዲከፍሉ ማድረግ

ለ/ መንግስት ለትብብር ስልጠና በጀት በመመደብ አለበት

ሐ/ የትብብርስልጠናየሚሰጡድርጅቶችለሰልጣኞችእንዲከፍሉበማድረግ

11/11/2019

መ/የትብብርስልጠናዝሊአሰባሳቢኮሚቴበማቋቋም

23. እርስዎ በሚሰለጥኑበት ተቋም/ኮሌጅ ስልጠናው እንዴት እየተከናወነ ነው?

ሀ/ አብዛኛው የንድፈሃሳብ አናሳው በተግባር

ለ/ አብዛኛው ብተግባር እና ሳውዋንድ ፈሃሳብ



ሐ/ 50% የተግባርና 50% የንድፈሃሳብ

11/11/2016

መ/ 30% የንድፈሃሳብ 70% የተግባርና

11

መ/ እባክዎ ሊላይ ጥቀሱ.....

24. በተቋሙ/በኮሌጁ/ከሚከተሉት ምክንያቶች የትብብር ስልጠናውን አተገባበር የሚያስተጓጉለው የትኛው ምክንያት ነው? እባክዎ ☒ ምልክት በማድረግ ይምረጡ

☒

ተ. ቁ	አይነት	ምላሽ		
		ከፍተኛ	መካከለኛ	ዝቅተኛ
24.1	የትብብር ስልጠናና ከሚሰጡ ድርጅቶች ድጋፍ ማነስ			
24.2	ለተግባር ስልጠና የጥሬ እቃ አቅርቦት ማነስ			
24.3	ብቁ የሆነ አሰልጣኝ እጥረት			
24.4	የትብብር ስልጠና ውይዘት ከሰልጣኙ የስልጠና ዘርፍ ጋር ተያያዥ አለመሆን			
24.5	በበትብብር ስልጠና የሚሰጡ ድርጅቶች ውስጥ እና በኮሌጁ/ተቋሙ ውስጥ የሚገኙ ማሻሻያ ተመሳሳይ አለመሆን			

25. ለትብብር ስልጠና ከመመደብዎ በፊት የቅድመ ስልጠና ግንዛቤ /ኦረንቴሽን/ወስደዋል?

υ/ λρ

ለ/ አልወሰድኩም

11

26. በትብብር ስልጠና ላልተሸፈኑ ኮርሶች ተቋሙ/ኮሌጁ የወሰዳቸው አማራጮች ምንድን ናቸው?

ሀ/ በኮሌጁው ስፕላተግባር ልምምድ ተጨማሪ ሰአት ይሰጣል

11

ለ/ ሰልጣኞችን ወደ ሌላ ክልል/ተቋም ይልካል

11/11/2011

ሐ/ ምንም የተወሰደ መፍትሄ የለም

11/11/2019

መ/ እባክዎ ለላካለይ ጥቀሱ.....

27.

በትብብር ስልጠና ፕሮግራም ላይ የገጠመዎን ዋና ዋና ችግሮች እባክዎ ይዘርዝሩ?

28.

ከላይ በተራ ቁጥር 27 ለዘረዘሯቸው ችግሮች መፍትሄው ምን መሆኑን አለበት ብለው ያስባሉ?

Questionnaire to be filled by the TVET institutions/collages trainers

The purpose of this questionnaire is to collect relevant data for the study on "status of cooperative training in Arada and Gulele sub city government institution" Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible and be sure that the information you provide kept confidentially and use only for academic purpose.

Instruction:

- ❖ No need of writing your
- ❖ Where alternatives are given, please mark ☒ in the corresponding space.
- ❖ For the open-ended questions, try to give precise answers.

Thank you in advance for your cooperation

Part one

1. Name of the TVET institution

2. Personal Data:

2.1 Sex:

a) Male ☐ b) Female ☐

2.2 Marital status:

a) Married ☐ b) Single ☐ c) Divorced/separated ☐
d) Other ☐

2.3 Age range

a) 20-29 years ☐ b) 30- 39 years ☐ c) 40- 49 years ☐
d) 50 years and above ☐

2.4 Field of study.....

2.5 Educational qualification: a) MA/MSc ☐ b) BA/BSc ☐ c) level 3 ☐
d) level 4 ☐ e) level 5 ☐ f) if other, please state

2.6 Courses/subjects you are currently
teaching/training.....

2.7 Years work experience

a) Below 5 years ☐ b) 6-10 years ☐ c) 11-20 years ☐ d) 21-30 years ☐
e) 31 and above ☐

2.8. Work load/per-week/

Part two: - selection and arrangement of cooperative training

❖ Where alternatives are given, please mark ☒ in the corresponding space.

❖ For the open-ended questions, try to give precise answers

Is there any incentive mechanism for organizations which participate in cooperative training yes no

1. In your institution, streaming trainees to various field of study is conducted

a. According to the interest of trainees ☐

b. By the decision of institution's management committee ☐

c. Partially based on the interest of the trainees ☐

d. If other please specify

2. Who assigns trainees to the selected organization? / Possible to select more than one option/

a. Vocational counselor ☐

b. trainers / teachers ☐

c. organization's request ☐

d. through trainees personal contact ☐

e. collage management ☐

3. Is there a criterion set for selection of cooperative training organization?

a. yes ☐

b. No ☐

4. If your answer yes for question number 3, which of the following are among the criteria?

a. availability of machineries to conduct the training ☐ b. interest of the organization ☐

c. availability of trainers in the industry ☐ d. type of ownership ☐

e. If other, please specific.....

5. What criterion is employed in assigning trainees for cooperative training?/Possible more than one answer/

a. interest of the organization ☐

b. field of study ☐

c. interest of trainee ☐

d. If other, please specific

6. Did you sign memorandum of understanding with the organization which agree to conduct the cooperative training?

a. Yes ☐

b. No ☐

7. If your answer for question number 6 is "yes" what are the content of the memorandum of understanding?

8. Is college related problems influence cooperative training?

a. yes ☐

b. No ☐

9. Which of the following problems did you face in your collage/institution during the training time? Please rank from 1- 5

a. shortage of qualified trainees ☐

b. shortage of modern training equipment and machines ☐

c. shortage of input for practical training ☐

d. shortage of reference materials ☐

e. If other, please be specific

10. Have you given orientation to your trainees about the cooperative training before they are deployed to industries to get the cooperative training?

Yes ☐

No ☐

11. If your answer for question number 8 is "yes" what are the content of the orientation? Please list down

12. Who determine the number of trainees assigned to the selected organization? / Possible to select more than one option/

a. Interest of the organization ☐

b. Based on statement of the low ☐

c. By training institution ☐

d. Up on the agreement between institution and organization ☐

e. No formal procedure ☐

13. Cooperative training periods were arranged?

a. at the end of each competence ☐

c. shifting system ☐

b. for specified period ☐

d. if other, please state.....

14. Please would you mention the cooperative training duration period/time/.

15. Do you think the period you mention in number 12 is convenient to cop up trainees with the expected skills?

a. Yes ☐

b. No ☐

16. Willingness of organizations to accept and provide cooperative training?

a. High ☐

b. medium ☐

c. low ☐

17. Were there planning and preparation for cooperative training?

a. yes ☐

b. No ☐

18. Do organizations participate in the designing, implementation and evaluation of cooperative training?

a. yes ☐

b. No ☐

Part Two:- implementation of cooperative training

19. Do you think that organizations assign trainees for cooperative training based on their field of study?

a. Yes ☐

b. No ☐

20. If the answer in number 16 no, which of the following are possible reasons? /Possible to select more than one option/

a. Absence of field of study in the organization ☐

b. lack of supervisor in the field of study ☐

c. organization do not understand the importance of cooperative training ☐

d. employees in the organization are not voluntary to supervise ☐

e. If other, please be specific

21. In your area of training, how is the training conducted?

- a) More of theory and less practical ☐
- b) More of practical and less of theoretical ☐
- c) 50% practical and 50% theoretical ☐
- d) 30%theory and 70% practical ☐
- e) If others, please specific

22. What is your opinion with regard the duration of training at the work place?

- a. more than enough ☐ b. enough ☐ c. not enough ☐

23. Did organizations assign appropriate supervisors/trainers for cooperative training?

- a. yes ☐ b. No ☐

24. If your answer for question number 23 , yes to what extent do they assist the trainees during the practice time?

- a. highly ☐ b. sufficiently ☐ c. moderately ☐ d. low ☐
- e. very low ☐

25. If your answer for question number 24 is no, will you please mention the possible reasons?

26. To what extent organizations interested to participate in cooperative training?

- a. more interested ☐ b. interested ☐ c. less interested ☐
- d. disinterested ☐
- d. If others, please specify.....

27. How do trainees be evaluated in cooperative training program?

- a. Depending on the attendance and daily activity record book
- b. Depend on the supervisor feedback
- c. With the interest of organization
- d. If others, please specify.....

28. How many times, do TVET trainers visit trainees while they are in cooperative training?

- a. daily ☐ b. once in a weekly ☐ c. two times in a week ☐
- d. not at all ☐ e. other.....

29. If your answer is choice "d" for question number 25 which one of the following is possible reason? / Possible to select more than one option/

- a. shortage of man power ☐ b. lack of concern from the management ☐
c. shortage of finance for per dime ☐ d. responsibility left for organizations ☐
e. If others, please specify.....

30. Which of the following do you think solve financial problem of trainees on cooperative training program? / Possible to select more than one option/

- a. trainees should pay for the training offered ☐
b. the government should allocate budget for cooperative training program ☐
c. cooperative giving organization should pay for trainees ☐
d. there should be cooperative training fund raising committee ☐
e. If others, please specify.....

31. Do you think that training problems in the college/institution have an influence on the cooperative training?

- a. yes ☐ b. No ☐

32. Did you face financial problems during cooperative training time?

- a. yes ☐ b. No ☐

33. Which of the following, do you think, solves problem on cooperative training in general?

/ Possible to select more than one option/

- a. established diversified committee ☐
b. give financial support to training ☐
c. arrange workshops and seminars to concerned bodies ☐
d. establishing cooperative training committee containing trainees, trainers, and supervisors ☐
e. revise the cooperative training program guideline ☐

34. Is there any other means for trainee who could not get cooperative training practice?

- a. yes ☐ b. No ☐

35. If your answer to question number 34 is 'yes' what are they?

36. Do you render guidance and counseling service to trainees in the field you train so that they strengthen and develop self-confidence in their effort and achievement?

a) Yes ☐

b) Sometimes yes ☐

c) No ☐

37. If your answer to question 36 is 'No', why?

Please specify _____

38. In what way did your college or sub city encourage organizations which participate in cooperative training? / Possible to select more than one option/

a. tax exemption on imported machines and equipment ☐

b. charge free training for employees of the company in TVET colleges ☐

c. give incentive with certificate ☐

d. If others, please specify.....

39. In your institution, trainees' streaming to various fields of study is conducted;

a) According to the interest of trainees ☐

b) By the decision of institute's management committee ☐

c) Partially based on the interest of the trainees ☐

d. If others, please specify.....

40. How do you evaluate interest of trainee during cooperative training?

a. high ☐

b, medium ☐

c. very low ☐

d. very low ☐

41. Would you mention some of the problems that your college or you face when implementing the cooperative training program?

42. Would you mention some solutions, which could be helpful to run the cooperative training smoothly and indicate ways how the aforementioned problems be solved?

Thank you for your good cooperation ☺

Questionnaire to be filled by the TVET institutions/collages Trainees

The purpose of this questionnaire is to collect relevant data for the study on "status of cooperative training in Arada and Gulele government institution" Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible. Be also sure that the information you provide kept confidentially and use only for academic purpose.

Please note that

- No need of writing your name
- Where alternatives are given, please mark ☒ in the corresponding space.
- For the open-ended questions, try to give precise answers

Part one: - General Background

1. Name of college/institution _____

2. Personal data

2.1 Sex male ☐ female ☐

2.2 Field of training.....

2.3 The training program you attend is a)Level 1 ☐ b)Level 11 ☐

c) Level III ☐ d) Level IV ☐ e) Level V ☐

3. Age a/ from15 up to 19 ☐ b/from 20 up to 29 ☐ c/ from 30 upto39 ☐
d/ 40 and above ☐

Part two:-Selection and implementation of Cooperative Training

1. How did you choose your field of study?

a. Own choice ☐

b. the institution forced me ☐

c. With the help of vocational counselor ☐

d. by the orientation given by the department ☐

e. Friends convinced me ☐

f. If other specify.....

2. Who assigns trainees to each selected organization for cooperative training program?/Possible to select more than one option/

- a. the vocational counselor ☐
- b. the teacher or trainer ☐
- c. through trainees personal effort ☐
- d. If others, please specify.....

3. Who determine the number of trainees assigned to the selected organization?

- a. Interest of the organization ☐
- b. Based on statement of the low ☐
- c. By training institution ☐
- d. No formal procedure ☐
- e. Up on the agreement between institution and organization ☐

4. Do you get the expected skill from cooperative training?

- a. yes ☐
- b. No ☐

5. if your answer for question number 4 is no what do you think is the reason?

6. How do you evaluate your institution towards cooperative training?

- a. more interested ☐
- b. interested ☐
- c. less interested ☐
- b. Disinterested ☐

7. Did you sign memorandum of understanding with organization that offers cooperative training?

- a. yes ☐
- b. No ☐

8. If your answer for question 6 is yes would you please list some of the main points in the agreement?

9. Who covers your personal expense during cooperative training time? Possible to select more than one option

- a. TVET colleges/institutions ☐
- b. Organizations ☐
- c. Trainees/families ☐
- d. Public fund ☐
- e. If others, please specify.....

10. Who guides and follows up your work during cooperative training? Possible to select more than one option

- a. Industry supervisor ☐
- b. Trainers from your collage ☐
- c. The collage management team ☐
- d. If others, please specify.....

11. How many times, do TVET trainers visit trainees while they are in cooperative training?

- a. daily ☐
- b. once in a weekly ☐
- c. two times in a week ☐
- d. not at all ☐
- e. if other, please state

12. If your answer for question number 11 is choice "d" which one of the following is possible reason? / Possible to select more than one option/

- a. shortage of man power ☐
- b. lack of concern from the management ☐
- c. shortage of finance for per dime ☐
- d. responsibility left for organizations ☐
- e. If others, please specify.....

13. How your college/institution do monitors the training in the organization during your cooperative training time?/ Possible to select more than one option/

- a. Directly observing trainees at work ☐
- b. Asking supervisors about trainees performance ☐
- c. Using trainees performance result ☐
- d. If others, please specify.....

14. To what degree is the cooperative training related with the training you took in your college or institution?

- a. High ☐
- b. Medium ☐
- c. Low ☐

15. If your response to question number 14 is b or c what is the reason?

16. Do you think that organization assign trainees for cooperative training based on field of study?

- a. yes ☐
- b. No ☐

17. If you say No for number 16, what are the possible reasons?

- a. Absence of field of study in the organization ☐
- b. Lack of supervisors in the field of study ☐
- c. Organization do not understand the importance of cooperative training ☐
- d. Employees in the organization are not voluntary to supervise ☐
- e. If others, please specify.....

18. How do you evaluate similarities of machines and equipment you train in the college/institution with the organization?

a. Highly similar ☐ b. moderately similar ☐ c. there is no similarity ☐

19. If your answer for question number 18 is **b** or **c** how do you explain the difference?

20. How do trainees evaluate in cooperative training program?

- a. Depending on the attendance and daily activity record book ☐
b. By Personal relation with the supervisor ☐
c. With the interest of the organization ☐
d. Other.....

20. Is college related problems influence cooperative training?

a. Yes ☐ b. no ☐

21. Which of the following problems did you face in your college during the training time?

- a. shortage of trainers ☐
b. low skill of trainers ☐
c. shortage of moderate training equipment and machines ☐
d. shortage of reference materials ☐
e. contents not covered in the training time ☐
f. If other, please state

22. When cooperative training program did takes place in the academic years?

- a. at the end of each competence ☐
b. at the end of the semester ☐
c. at the end of each month ☐
d. during week end ☐
e. if other, please state

23. what is your opinion with regard to the duration of training at practical cooperative training? ☐

a. More than enough ☐ b. enough ☐ c. not enough

24. Which of the following do you think solve financial problem on cooperative training program?

- a. trainees should pay for the training offered ☐
b. the government should allocate budget for cooperative training program ☐
c. cooperative giving organization should pay for trainees ☐
d. there should be cooperative training fund raising committee ☐

25. In your area of training how is the training conducted?

- a) More of theory and less of practical ☐
- b) More of practical and less of theoretical ☐
- c) 50% practical and 50% theoretical ☐
- d) 30% theoretical and 70% practical ☐
- e) If others specify.....

Part three:- Factors affecting the implementation of cooperative training program

26. To what extent did the following factors affect implementation of cooperative training program? /please put ☒ for your choice

No	Item	Response		
		high	medium	low
26.1	Lack of adequate support from the organization which provide cooperative training			
26.2	Lack of adequate laboratories and shops			
26.3	Lack of raw materials for practical training			
26.4	Lack of technical qualification trainer			
26.5	Lack of similarities of materials and equipment in TVET and organizations			

27. Did you take orientation before you were assigned for cooperative training?

a. yes ☐

b. No ☐

28. If your answer for question number 27 is "yes" what are the content of the orientation?
Please list down

29. What option did your collage/institution practice for competencies not covered by cooperative training?

a. give additional time for practice in the collage ☐

b. send trainees to other collages or institution ☐

c. there is no solution give at all ☐

d. if other, please state

30. Were there planning and preparation for cooperative training?

a. Yes ☐

b. no ☐

31. Did organization participate in the design, implementation and evaluation of cooperative training?

a. Yes ☐

b. no ☐

32. Would you please list major problems you faced during cooperative training program?

33. What solution would you suggest to solve the problems you listed above?

Thank you for your good cooperation ☺

- a. Directly observing trainees at work ☐
- b. Asking the college trainers about trainees performance ☐
- c. Using trainees performance result ☐
- d. Other.....

2. Which of the following problems did you face in your organization during the training time?
- a. shortage of trainers ☐
 - b. low skill of trainers ☐
 - c. shortage of moderate training equipment and machines ☐
 - d. shortage of reference materials ☐
 - e. topic not covered in the training time ☐
 - f. Others.....
3. How did you explain level of communication with TVET colleges for cooperative training?
- a. High ☐
 - b. low ☐
 - c. medium ☐
4. In what way did your college or sub city encourage organizations which participate in cooperative training? / Possible to select more than one option/
- a. tax exemption on imported machines and equipment ☐
 - b. charge free training for employees of the company in TVET colleges ☐
 - c. give incentive with certificate ☐
 - d. If others, please specify.....
5. How do you evaluate interest of trainees during cooperative training?
- a. high ☐
 - b. medium ☐
 - c. very low ☐
 - d. very low ☐
6. If your response for question number 5 is c or d what do you think is the reason?
- _____
- _____
7. Willingness of organization to accept and provide cooperative training?
- a. high ☐
 - b. medium ☐
 - c. low ☐
8. How your organizations assign trainees for cooperative training?
- a. Based on trainees competence ☐
 - b. On the interest of the organization ☐
 - c. On the interest of the trainee ☐
 - d. Other.....

9. With what criteria you are selected from other employee in order to be supervisor /industry trainer?

- a. based on educational background ☐
- b. with performance evaluation ☐
- c. depending on my interest ☐
- d. assign by the organization ☐
- e. other.....

10. In what way does your organization participate in TVET system?

- a. on cooperative training agreement ☐
- b. as source of employee ☐
- c. on development of occupational standard ☐
- d. other

11. Who assign trainees to the selected organization?

- a. Vocational counselor ☐
- b. Trainers /teachers ☐
- c. Organization's request ☐
- d. Through trainees personal contact ☐
- e. Collage management ☐

12. How is the number of trainees to be assigned in your organization determined?

- a. the interest of TVET institution ☐
- b. with interest of the organization ☐
- c. based on statement of low ☐
- d. up on the agreement between institution and organization
- e. if other please state

13. Did you face financial problems during cooperative training time?

- a. yes ☐
- b. no ☐

14. Which of the following do you think solve financial problem on cooperative training program?

- a. trainees should pay for the training offered ☐
- b. the government should allocate budget for cooperative training program ☐
- c. cooperative giving organization should pay for trainees ☐
- d. there should be cooperative training fund raising committee ☐

15. Adequacy of planning and preparation for cooperative training?
a. high ☐ b. low ☐ c. medium ☐

16. To what extent is the cooperative training related to trainees with the theory they trained in their colleges/institution?

a. very high ☐ b. high ☐ c. medium ☐ d. low ☐ e. very low ☐

17. If your answer for question number 16 is high please would you list down the activities done before the training?

18. Who supervise from the collage/institution the cooperative training?

a. the collage/institution management team ☐

b. trainers ☐

c. vocational guidance and job integrating officers ☐

d. if others, please specify.....

19. Are the trainees equipped with the necessary skill when they came to your organization for practical training?

a. yes ☐

b. No ☐

20. 19 Your answer for question number 19 is no please, will you mention some the basic problems?

21. Is there any incentive mechanism for organizations which participate in cooperative training?

a. Yes ☐

b. no ☐

22. Were there planning and preparation for cooperative training?

a. Yes ☐

b. no ☐

23. Did organization participate in the design, implementation and evaluation of cooperative training?

a. Yes ☐

b. no ☐

24. What do you think are some of the problems that hinder the cooperative training program?

25. What do you suggest regarding possible solution to conduct the cooperative training program properly?

Thank you for your good cooperation



Interview Questionnaires prepared for college Deans, Vocational Counselors and Arada and Gulele sub cities job integrating officers

The purpose of this questionnaire is to collect relevant data for the study on "status of cooperative training in Arada and Gulele government institution" Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible. Be also sure that the information you provide kept confidentially and use only for academic purpose.

1. What is your specific role in relation to training conducted in your collage /institution?
2. Did the college plan for cooperative training and identified training capacity of the organization?
3. Is there a specific guideline for implementation of cooperative training? What are the key issues of this guideline? How do you see the cooperative training offered her via-a-vies the guideline?
4. What factors assist or hinder in implementation of cooperative training and how you mention the cooperative training?
5. Do you assign supervisor to advice and follow up the trainee in cooperative training? If yes how much it freque nt they are doing it?
6. Do you think that cooperative training evaluation result show the skill that the trainee gained? Is there a feedback mechanism? What does it show?
7. What are the major problems that affect the quality and effectiveness of cooperative training program in your institution or collage?
8. What solution do you suggest for the problems encountered?

Thank you

Interview Questionnaires prepared for organization mangers

The purpose of this questionnaire is to collect relevant data for the study on “status of cooperative training in Arada and Gulele government institution” Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible. Be also sure that the information you provide kept confidentially and use only for academic purpose.

1. Does your organization have any agreement with TVET institutions/colleges to give cooperative training for trainees? If yes what is the nature of this agreement, if no how you implement it?
2. Do you think that cooperative training practice is implemented accordingly to with the guideline and occupational standard?
3. Do you think that TVET cooperative training been accomplished as anticipated?
4. Did your organization invite by Addis Ababa TVET agency/Ministry of Education to participate in curriculum preparation or occupational standard development?
5. What kind of advantage do you get by conducting cooperative training for trainees from TVET institution or other bodies?
6. Do you assign supervisor to advise the trainee in cooperative training? If yes how much it frequent they are doing it? Is there any advantage?
7. Do you think that cooperative training evaluation result that your organization sent show the skill that the trainee gained?
8. What are the major problems that affect the quality and effectiveness of cooperative training program? Please explain on the part of trainees, TVET colleges/institutions and in your organization.
9. What solution do you suggest for the problems encountered?

Thank you

Interview Questionnaires prepared for Arad and Gulele sub city TVET Sector Mangers

The purpose of this questionnaire is to collect relevant data for the study on “status of cooperative training in Arada and Gulele government institution” Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible. Be also sure that the information you provide kept confidentially and use only for academic purpose. Do you think that cooperative training in the college/institution implement accordingly with the proclamation and guideline?

1. Do your offices follow up organizations who give cooperative training?
2. What factors assist or hinder in implementation of cooperative training and how you mention the cooperative training?
3. Do you follow up/ supervise the trainee/college about cooperative training? If yes how frequent you are doing it, what kind of feedback you gave them? If not why?
4. Do you think that cooperative training evaluation result show the skill that the trainee gained?
5. What are the major problems that affect the quality and effectiveness of cooperative training program?
6. What solution do you suggest for the problems encountered?

Thank you

Interview Questionnaires prepared for Arad and Gulele sub city TVET outcome based officers

The purpose of this questionnaire is to collect relevant data for the study on “status of cooperative training in Arada and Gulele government institution” Your cooperation in providing relevant and accurate information is highly important for the success of the study. Please be frank and respond to each item as accurately as possible. Be also sure that the information you provide kept confidentially and use only for academic purpose. Do you think that cooperative training in the college/institution implement accordingly with the proclamation and guideline?

1. Do you think that cooperative training in the college/institution implement accordingly with the proclamation and guideline? If not what is the reason?
2. Do you think cooperative training guideline has any draw back? If yes explain it.
3. Do you think that trainees get cooperative training in each competence and in each level? If not what is the reason?
4. How do you describe the percentage of the cooperative training program in your institution regarding its coverage and its quality?
5. What factors assist or hinder the implementation of cooperative training and how you mention the current practice of the cooperative training program?
6. Do you follow up / supervise the trainee/college about cooperative training? If yes how frequent you are doing it, what kind of problem you observed and feedback you gave them? If not why?
7. Do you think that cooperative training evaluation result show the skill that the trainee gained?
8. What are the major problems that affect the quality and effectiveness of cooperative training program?
9. What solution do you suggest for the problems encountered?

Thank you



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Birhane Ethiopia TVET institute

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E-Mail Betvi ➤ Ethio net-et

Addis Ababa Ethiopia

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አዲስ አበባ ፡

ጉዳዩ፡- የ2006 በጀት ከተቋማችን ጋር የመግባቢያ ሰነድ ተፈራርመው ስልጠና የሰጡ ካምፓኒዎችን እና ኢንዱስትሪዎችን ዝርዝር ስለማስተላለፍ፤

ከላይ በርዕሱ እንደተመለከተው በ2006 በጀት ዓመት ከተቋማችን ጋር የመግባቢያ ሰነድ ተፈራርመው እና የኢንዱስትሪ አሰልጣኝ መድበው የትብብር ስልጠናውን ሲተገብሩ የነበሩ ካምፓኒዎችንና ኢንተርፕራይዞችን ዝርዝር እንድንልክ በተጠየቅነው መሠረት በ2005ም ሆነ በ2006 በጀት ዓመት በማኑፋክቸሪንግ ዘርፍ የብረታ ብረት ሰልጣኞችን ሲያሰለጥኑ የነበሩ 1ኛ. የኢፌዲሪ የብረታ ብረት እና ኢንጅነሪንግ ኮርፓሬሽን የብረታ ብረትና ፋብሪኬሽን ኢንዱስትሪ ሲሆኑ፤ የጋርመንት ሰልጣኞችን የኪስ ገንዘብ ክፍያ እየፈፀሙ በማሰልጠን ከፍተኛ አስተዋጽኦ ያበረከቱት ሀያሎችምና አስቴር PLC በ2ኛ. ደረጃ እንዲሁም ሻገር አሉሚኒየም ኢንተርፕራይዝ በ3ኛ. ደረጃ የተቀመጡ ሲሆኑ በበጀት ዓመቱ የትብብር ስልጠና ሲሰጡልን የነበሩትን ድርጅቶች በተመለከተ፡-

በኮንስትራክሽን ዘርፍ

- የሸዋስ ጥላሁን ኮንስትራክሽን ሥራ ተቋራጭ
- የቴክ ኮንስትራክሽን PLC
- ካዲስኮ ኬሚካል ኢንዱስትሪ PLC
- ያሬድ ብርሃኑ ጠቅላላ ደንቧ ሥራ ተቋራጭ
- ፍስሐ ወይንሽት PLC
- ሳሙኤል ዘርይሁን እና ሰለሞን ጠ/የኤሌ/ሀ/ሸ/ማህበር
- GY Construction
- አፍሮ ጽዮን ኮንስትራክሽን
- ጌታቸው ወርቁ ኮንስትራክሽን
- ተገኑ አሰራት የኤሌክትሪክ መስመር ዝርጋታ
- የመንግስት ኮንስትራክሽንና ቤቶች ልማት ጽ/ቤት
- አራዳ ቤቶች ግንባታ ንሮጀክት ጽ/ቤት
- ማሩ በምኞትና ጓደኞቻቸው የሀንፃ ኮ/ተቋ/የሀ/ሸ/ማህበር

ጋርመንትና ቴክኒካዊ ስርዓት

- ዲፕሎማቲክ ልብስ ስፌት PLC
- ሀዋሙና አስቲር PLC

የጥጥርና ስራ ስርዓት

- ብረታብረት እና ፋብሪካ ሽንገል ሊገኙበት

ICT ስርዓት

- አራዳ ወ/5 አቅ/ግ/ጽ/ቤት
- አልታ ኮምፒውተር PLC
- EBC /የኢትዮጵያ ብሮድካስቲንግ ኮርፖሬሽን
- አዲስ ከተማ ወ/6 አቅ/ግ/ጽ/ቤት
- አራዳ ክ/ክ/አቅ/ግ/ጽ/ቤት
- ሀገር አቀፍ የት/ምዘናና ፈተናወች ኤጀንሲ
- አራዳ ክ/ክ/ወ/9/አቅ/ግ/ጽ/ቤት
- አራዳ ወ/2 አቅ/ግ/ጽ/ቤት

የ/አ/ኢንተርኔት ስራዎች

ብረታ ብረት ስርዓት

- ሻገር አሉሚኒየም የብ/ብ/ኢንተርኔት
- መሬት ሁሴን የብ/ብ/ኢንተርኔት
- ማጀማ ኢንተርኔት

ንግድና ብረታ ብረት ስርዓት

- መዘይድ እ/ብ/ብ/ኢንተርኔት
- ሰናይ ኢንተርኔት
- አቢበሲንያ እ/ብ/ብ/ኢንተርኔት
- ተክለወልድ ጥበቡ ኢንተርኔት
- ራዕይ ኢንተርኔት

ሐመረ ኢንተርኔት በአጠቃላይ 33 ድርጅቶች መሆናቸውን እንገልጻለን፡፡

ከሰላምታ ጋር



መለስ ይመር አህመድ

Melese Yimer Ahmad

የብ/ኢ/ህ/መ/ት/አ/ተ/ፋ/ዎ ዋና የሥራ መሪ

ራዳ ክ/ከተማ አስተዳደር ቴ/መ.ያ ትምህርትና ስልጠና

ጽ/ቤት

የኢንዱስትሪ ኤክስቴንሽን ዋና የስራ ሂደት

የቴክኖሎጂ ሽግግር የውል ስምምነት ሰነድ

ቀል ሰጪ ተቋም ስም: በርሃን-ኢንፎኒያ

ቴ/መ.ያ ት/ስ/ ተቋም

ለ ተቀባይ አንተር ፕራይዝ ስም: ማናተ

የሎጂው ስም: በ/ከተማ ማህበራዊ ሥራ የፕሮግራም-ሆን ዘንግ



2006 ዓ.ም

አዲስ አበባ

መግቢያ

ትምህርትና ስልጠና አንዱና ዋነኛው ተልዕኮ በስራ ላይ የተሰማሩ ኢንተርኔት-ይዘቶችን የተሟላ ሥራ አከባቢነትን አገልግሎት በመስጠት በስራ ገበያው ኢንተርኔት-ይዘቶች በምርት በአቅርቦትና በዋጋ ሆነው ሰፊ የስራ ዕድል እንዲፈጥሩ ማስቻል ነው። ይህንም እውን ለማድረግ ድጋፉ በአራት ላይ ማሳትም በምርት ጥራትና ምርታማነት፣ በስራ ፈጠራ፣ በቴክኒካል የክህሎት ክፍተት ስልጠናና አዋጪ የሆኑ ቴክኖሎጂዎችን መቶ በመቶ በመከረጃ ናሙናዎችን በመስራት አዋጪነታቸውን ኢንተርኔት-ይዘቶች በማሸጋገር እነርሱ አምርተው እንዲጠቀሙበትና ለሌሎች የቴክኖሎጂው ፈላጊዎች ስለማድረግ ነው። በመሆኑም የሚሸጋገሩትን ቴክኖሎጂዎች የሚሸጋገሩበትን ዓላማ ለማሳካት ይህን መቶ ሰነድና በውል የጋራ ስምምነት ሰነድ ላይ የተመሰረተ መሆኑን አለበት። በመሆኑም ይህ ለማሸጋገር ይህ የውል ስምምነት ሰነድ ተዘጋጅቷል።



ቴክኖሎጂው ሽግግር ዓላማ

መቶ ተኮርው አዋጪነታቸው የተፈተሹ ቴክኖሎጂዎችን መላው በመላው ወደ ኢንተርኔት-ይዘቶች ገር ኢንተርኔት-ይዘቶች የምርት ጥራትና ምርታማነታቸውን በማሻሻል ገቢያቸውን እንዲያሳድጉ ግ ያለመ ነው።

የውል ስምምነት ሰነድ አስፈላጊነት

የትምህርትና ስልጠና ተቋማት እየሰጡ ያለውን የቴክኖሎጂ ድጋፍ ውጤታማነት ለመለየትና ጂው የተሸጋገረላቸው ኢንተርኔት-ይዘቶችም ቴክኖሎጂውን በማምረትና በመጠቀም ብሉም ወደ ሌሎች ጽሑፍ እያመጡ ያሉትን ለውጥና ተጠቃሚነታቸውን ለማረጋገጥ እንዲሁም ተጠያቂነትን ያለው ለመዘርጋት ይህ የውል ስምምነት ሰነድ ማዘጋጀትን አስፈላጊ ነው።

የውል ሰጪ ተቋም ስም :- የአራዳ ክ/ከተማ ቴክኒክና መያ ጽ/ቤት የቦርሳገ-ጌታደረግ ቴ/መያ ት/ስ/ ተቋም

አድራሻ :- አራዳ ክፍለ ከተማ ወረዳ ዐፍ በልክ ዐላላላ ፩፻፳፩

የውል ተቀባይ ኢንተርኔት-ይዘት ስም :- _____

አድራሻ ክፍለ ከተማ ዐላ ሁኑ ወረዳ _____ በልክ _____

ተሸጋገሩ ቴክኖሎጂዎች ዓይነት :-

- 1. ገረገጥ፡ ዐላ ሁኑ
- 2. የግሪፕ ሽግግር ዘግግ
- 3. _____

ስምምነቱ ይዘት

ከዚህ በኋላ ውል ሰጪ ተብሎ የሚጠራውን በአራዳ ክ/ከተማ ቴክኒክና መያ ጽ/ቤት የቦርሳገ-ጌታደረግ ቴ/መያ ት/ስልጠና ተቋምና በውል ተቀባይ ዐላ ሁኑ ራይዝ መከከል ስላለው የቴክኖሎጂ ሽግግር ስምምነትን የሚገልፅ ነው።

ወል ሰጪና የውል ተቀባይ ግዴታዎች :-



ቀን

1. ለስራ ላይ ሥልጠና የወጡ ሰልጣኞች መ.ያ:-
2. ሰልጣኞች ለሥራ ላይ ስልጠና የወጡበት ድርጅት ስም:-
3. ለሥራ ላይ ስልጠና ድርጅቱ ለምፓኒው/ውስጥ የተመደቡ ሰልጣኞች ብዛት:-
4. ሰልጣኞች ለሥራ ላይ ስልጠና የወጡበት ድርጅት ለኩባንያ/ለአሰልጣኝነት/ለሱፐርቫይዘርነት/የተመደበው ባለመ.ያ ስም:-

4.1. የድርጅቱ አሰልጣኝ/የሱፐርቫይዘር/ ስልክ ቁጥር ሞባይል:-

የድርጅቱ ስልክ:-

5. በኮሌጁ የሰልጣኞቹ አሰልጣኝ ስም:-

6. የኮሌጁ አሰልጣኝ ለሰልጣኞች ክትትልና ድጋፍ ለገብኝነት የወጣበት/የወጣችበት/ቀን

7. በአሰልጣኝ የክትትልና ድጋፍ ገብኝነት ወቅት ከአምፓኒ አሰልጣኝ/ሱፐርቫይዘር/ለሰልጣኞቹ የተሰጠ/ጡ/አስተያየቶች:-

7.1. _____

7.2. _____

7.3. _____

7.4. _____

7.5. _____

8. በኩባንያው ወይም በድርጅቱ የተመደቡ ሰልጣኞች ስለ ሥራ ላይ ስልጠናው የሰጡት አስተያየት

8.1. _____

8.2. _____

8.3. _____

8.4. _____

9. የኮሌጁ አሰልጣኝ ስለ ክትትልና ድጋፍ ሥራ በጠንካር ወይም በደካማ ጎን የሚቀርብ አስተያየት

9.1. _____

9.2. _____

9.3. _____

9.4. _____

ከላይ ስለ ቀረቡት አስተያየቶች ትክክለኛነት

ከላይ ስለቀረቡት አስተያየቶች ትክክለኛነት

በድርጅቱ/በኩባንያው/የተመደቡ አሰልጣኝ

የኮሌጁ አሰልጣኝ ፊርማ:-

/ሱፐርቫይዘር/ፊርማ _____

ማሳሰቢያ:- 01. የዚህ ቅጽ አንድ ኮፒ ለትምህርት ክፍሉ ለዶክሜንቱሽን ይሰጣል።

02. የዚህ ቅጽ አንድ ኮፒ አሰልጣኝ ዘንድ ይቀመጣል።

03. የዚህ ቅጽ አንድ ኮፒ ምክርና ሥራን ማስተሳሰር ኬዝ ቲም ክፍል ይሰጣል።

04. ይህ ቅጽ የአሰልጣኝ ድርጅቱ ማህተም ከሌለበት ተቀባይነት የለውም።

ON THE JOB TRAINING PLAN WRITING FORMAT

Name of company or enterprise:- _____

Name of company trainer:- _____

Position of the company trainer:- _____

Telephone number of company trainer:- _____

Telephone number of company:- _____

Fax number of company:- _____

College trainers names:- _____

College trainers telephone number:- _____

Trainees filed of occupation:- _____

Trainees training level :- _____

Telephone number of the college :- 0111238765/66

Fax number of the collage :- 0111231096

Serial Number	Brief description of unit of competency	Duration allotted in hours or weeks

Note:- One copy will be kept with the college trainer.

One copy will be given to the department head for documentation.



Form No- 16

Year-200

Department: _____ Occupation :- _____

Name of trainee: _____

Training Level _____ what year of training _____

Name of college trainer: _____ Telephone number of trainer _____

Name of company /small business enterprise _____ Telephone number _____

Name of company trainer /supervisor : _____ Telephone number of company trainer _____

[illegible]

NOTE: Put “√” Mark on the respective columns for the trainees performance result.

Signature of company Trainer /Supervisor :- _____

Date:- _____



በብርሃነ ኢትዮጵያ ቴ/መ/ት/ስ/ ተቋም

በትብብር ስልጠና ላይ ሠልጣኞችን ከትትል ያደረጉ አሠልጣኞች እና አመራሮች የአቴንዳንስ መከታተያ ቅጽ

ተ.ቁ	የአሠልጣኝ/አመራር/ ስም	የስራ ድርሻ	የክትትል ቀንና ፊርማ																ምርመራ
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			

የድርጅቱ ስም _____

የድርጅቱ ማህተም _____

አቴንዳንሱን የተከታተለው ስም _____

ፊርማ _____

ቀን _____

ማሳሰቢያ:- 1. ይህ የሰልጣኞች ውጤት ማሰባሰቢያ የአቴንዳንስ ቅጽ እና የአሰልጣኞች አቴንዳንስ መከታተያ ቅጽ ከድርጅቱ አሰልጣኝ /ሱፐርቫይዘር/ ውጪ በሌላ አካል

እጅ መሆን የለበትም፡፡

2. አሰልጣኞች ሆነ ሰልጣኞች ሲፈርሙ የድርጅቱ አሰልጣኝ በኃላፊነት ስሜት ማስፈረሙ ማረጋገጥ አለበት፡፡ያልተገኘ አሰልጣኝ /ሰልጣኝ/ ቀሪ መደረግ አለበት፡፡

3. ልክ የትብብር ስልጠናው እንደተጠናቀቀ በድርጅቱ አሰልጣኝ ፊርማ ተረጋግጦና የድርጅቱ ማህተም አርፎበት በፖስታ ታሸጎ ቅጹን ወደ ተቋማችን መላክ ይኖርባታል፡፡

የብርሃኑ-ኢትዮጵያ ቴ/መ/ት/ስ/ተቋም
የአሠልጣኞች የትብብር ስልጠና አበል በክፍያ ቅጽ

ቀን

ገጽ

የአሰልጣኝ ተቆጣጣሪው ስም _____ የሠልጣኞች የመ/መስክ

_____ ደረጃ _____
ለጉብኝት የወጣበት የቀን ብዛት _____

የአለማማጅ ድርጅት ስም _____

በለስልጠናው የአሠልጣኝ/ ተቆጣጣሪው አስተያየት _____

የአለማማጅ ድርጅት ተወካይ አስተያየት _____

ስም _____

ፊርማ _____

ቀን _____

የም/ስ/የሚ/ባለሙያ አስተያየት _____

ስም _____

ፊርማ _____

ወ/መ/ያ/ሥ/ዋ/የስራ ሂደት መሪ _____

ስም _____

ፊርማ _____

የተቋሙ መሪ አስተያየት _____

ስም _____

ፊርማ _____



በብርሃኑ ኢትዮጵያ ቴ/መ/ት/ስ/ ተቋም

የትብብር ስልጠና ብቃት መገምገሚያ ወይም መመዘኛ ቅጽ

የድርጅቱ ስም _____
 የሙያ ዓይነት _____ ደረጃ _____
 የስልጠና ጊዜ ከ _____ እስከ _____
 ስልጠናው የሚፈጀው ሰዓት _____

የብቃት አሃድ:-1. _____
 2. _____
 3. _____
 4. _____
 5. _____

ተ.ቁ	የሰልጣኝ ስም	መሠረታዊ ብቃቶች										የድርጅቱ አሰልጣኝ ስም _____	
		ሰዓት-ማከበር/ Punctuality	የስራ ስነ- ምግባር/ Work ethics	የቡድን ስራ /Teamwork	ወሳኝ አሰጣጥ/ Decision making	ትጋት/ Diligence	የፈጠራ ትሎታ/ Creativeness	የድርጅቱ ፖሊሲና የአስራራ ስርዓት-ማከበር / Observing enterprises' policy and procedure	ሰልክ ቁጥር _____		አስተያየት		ካልበቃች ከፍተኛነቷ?
											ብቁ/ር	የልበቃ/ት/NYC	መለየት
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

የተቋሙ አሰልጣኝ ስም _____
 ፊርማ _____
 ቀን _____

የካምፓኒው አሰልጣኝ/ላላፊ ስም _____
 ፊርማ _____
 ቀን _____

የትብብር ስልጣን የዕቅድ ስምምነት መርህ-ግብር/COT Action Plan/

ՆԱԽԳ

932

 λn

120

- a. Install Service & maintain Water Supply
- b. Install Wiring System Using PVC.
- c. Install Communication Cables.
- d.

№. 5196 нал №. 04113 65465

[illegible][illegible]

ከተጠቀሰው ተቋም ሠልጣኞች ተቀብለን በድርጅታችን ውስጥ የትብብር ስልጠና ለመስጠት ፍቃደኛ የምንሆነውና ስልጠናውን መስጠት የምንችለው በተጠቃሹ ቴ/መ/ት/ስ/ ተቋም ውስጥ በዚህ ስልጠና ዘርፍ የሚሠለጥኑ ሠልጣኞች ለተግባር ልምምድና ለትብብር ስልጠናው በሚሠለጥኑበት ሙያ በቁጥጥር ስር ከሀሎትና አመለካከት መጨበጣቸውን በአሠልጣኙ አማካኝነት ሲረጋገጥልን ብቻ ይሆናል። በዚህ መሠረት ለተግባር ልምምድ የትብብር ስልጠናው ለመውሰድ ብቁ የሆኑ ሠልጣኞች ሲላክሉን ተቀብለን ለማሠልጠን የመካከለኛው የዕውቀት ባለቤት የሆነ ዜጋ ከማፍራት አንፃር ሲታይ አንዱ የገገራችን የዕቅድና ትራንስፎርሜሽን ዕድገት ማሳካት ስለሆነና ገገራዊ ግዴታችንን ጭምር መመጣት ስላልብን ከዚህ ከእናንተው ተቋም የተላከሉን ሠልጣኞች በሠልጠኑበት የሙያ

የሰላምና ዘርፍ/ እና ከላይ በተዘረዘሩት የብቃት አገደች መሰረት ተተብልን ለማመልከት
ዝግጁና በጎ ፈቃደኛ መሆናችንን እንገልጻለን።

የተቋሙ አሠልጣኝ ስም የኃገረህገሪያ
ፊርማ [Signature]
ቀን 26/06/06 ዓ.ም

የከምፓሪው አሠልጣኝ/አላፊ ስም ዛህ-ጌል ገብረ
ፊርማ [Signature]
ቀን 26/06/06 ዓ.ም

የተቋሙ ማህተም

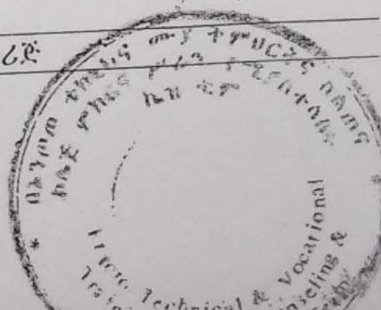


በረዶ:- ከምፓሪው/ድርጅቱ/ የትብብር ሰልጠና ለመስጠት የተተባባሩትን ሠልጣኞች በተቀመጡላቸው የብቃት አገደ/ደች/ እና በሚሠሉበት ሙያ/ሰልጠና ዘርፍ/ መሠረት ካላሰለጠናቸው ወይም የማይሰለጥናቸው ከሆነ የትብብር ሰልጠናውን ሂደት እንዲቆም ወይም ሰልጠናው እንዲቋረጥ ይደረጋል።

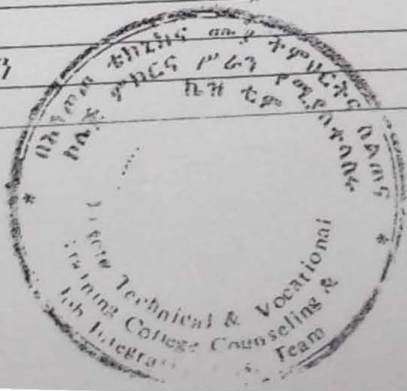
ተራ
ቁጥር

የድርጅቱ ስም

1. ዴቭ ሃር ጋለሪ
2. ቼዩ ኢንተርናሽናል የውበት ሳሎን
3. ኢትዮጵያ ቱሪስት ንግድ ሥራ ድርጅት
4. ዳን ቱክኖክራፍት
5. ሀምቤስ ኃ/የተ/የግል ማኅበር
6. ውሀ ሥራዎች ኮንስትራክሽን ድርጅት
7. ብርሀንና ሰላም ማተሚያ ድርጅት
8. ንጋት የመካኒካል ምህንድስና አ/ማኅበር
9. በት/ሚኒስቴር የት/አ/ኮ/ቲ/ማ
10. ዋሃላ ፈርኒሺንግ ኢንዱስትሪ ኃ/የተ/የግ/ማኅበር
11. ዕድገት ድርና ማግ የስፌት ክር አክሲዮን ማበር
12. አርቲስቲክ ማተሚያ ድርጅት
13. ሞሐ ለስላሳ መጠጦች ኢንዱስትሪ አ/ማ ንፋስ ስልክ ፋብሪካ
14. ሞሐ ለስላሳ መጠጦች ኢንዱስትሪ አ/ማ ተክለሀይማኖት ፋብሪካ
15. ሆራይዘን አዲስ ጐማ ፋብሪካ
16. ብሔራዊ ሚቲዎሮሎጂ ኤጀንሲ
17. አልትሜት ሞተርስ ኩባንያ
18. እንዳለና ቤተሰቡ ኃ/የተ/የግል ኩባንያ
19. ኤስ ኤን ኤስ ፈርኒቸር ማኒፋክቸሪንግ
20. ኢካፍኮ አክሲዮን ማኅበር
21. ወይራ ትራንስፖርት አ/ማኅበር
22. አማራጭ ኢነርጂ ቱክኖሎጂ ሽግግር ዳይሬክቶሬት/ ውሀና ኢነርጂ ሚኒስቴር
23. አዲስ ጋዝና ፕላስቲክ ፋብሪካ
24. ሚዶ ሳሎን
25. ውሀ ሥራዎች ዲዛይንና ቁጥጥር ድርጅት
26. ሬይስ ኢንጂነሪንግ
27. አዲስ አበባ ከተማ መንገዶች ባለስልጣን
28. ግሎሪስ ኃ/የተ/የግል ኩባንያ
29. ኮንስትራክሽን ዲዛይን አ/ማኅበር
30. ሳልቫቶሪ ጂ.ቤታና ቤተሰቡ ኃ/የተ/የግል ማኅበር
31. ሰሜን ሆቴል
32. ብረታብረትና ኢንጂነሪንግ ኮርፖሬሽን
33. ተገጣጣሚ ህንፃ አካላት ማምረቻ ድርጅት
34. ላዚም ማስታወቂያ
35. ፋለም የልብስ ስፌት ድርጅት
36. ኢትዮ ቆርኪና ጣሳ ማምረቻ ኢንዱስትሪ አ/ማኅበር
37. ላሊበላ ሆቴል
38. አሜዳድ
39. ቤንጌኑቲ ወንድማማቾች ኃ/የተ/የግል ማኅበር
40. በሎጂስቲክ ዋና መምሪያ የከባድ ተሽከርካሪ ዕደሳ ማዕከል
41. ቢቲ ዲጂታል ቢዝነስ ብሪድ



42.	ኢትዮ ኒፓን የቴክኒክ ማበር
43.	ረጸ ሳሙናና ዲተርጅንት አ/ማኅበር
44.	ሀያት የቤት ሥራ ድርጅት አ/ማኅበር
45.	ጋቲፕሮ ሜታል ኢንጂነሪንግ ኃ/የተ/የግል ማኅበር
46.	ዞንግ ኢትዮጵያ ጨርቃጨርቅ ፋብሪካ
47.	ኢትዮጵያ አየር መንገድ
48.	ሆቴልና ተሪዝም ሥራ ማሰልጠኛ ማዕከል
49.	ፋፋ ምግብ አ/ማኅበር
50.	ኢኳቶሪያል ቢዝነስ ግሩፕ
51.	ቫርኔሮ ኮንስትራክሽን
52.	ግሎባል ሆቴል
53.	ሎዛ የውበት ማሰልጠኛ
54.	የጨርቃጨርቅ ኢንዱስትሪ ልማት ኢንስቲትዩት
55.	ሀራም ሆቴል ትሬዲንግ ኃ/የተ/የግል ማኅበር
56.	ትራንስፖርት ኮንስትራክሽን ዲዛይን አ/ማኅበር
57.	ሰንሻይን ኮንስትራክሽን ኃ/የተ/የግል ማኅበር
58.	አዲስ አበባ ጠርሙስና ብርጭቆ አ/ማኅበር
59.	ጄኔራል ሞተርስ ኃ/የተ/የግል ማኅበር
60.	ሰላም የህዝብ ማመላለሻ አ/ማኅበር
61.	ትምህርት መሣሪያዎች ማምረቻና ማከፋፈያ ድርጅት
62.	አዲስ ዳቦ መጋሪያ
63.	ኢትዮጵያ ኤሌክትሪክ ኃይል ኮርፖሬሽን
64.	በኦሮሚያ ደንና ዱር እንስሳት ድርጅት
65.	አቃቂ ቤዚክ ሜታል ኢንዱስትሪ
66.	አባይ ቴክኒክና ንግድ አ/ማኅበር
67.	ዋልያ አገር አቋራጭ አገልግሎት ድርጅት
68.	ኢትዮጵያ ፕላስቲክ ኢንዱስትሪ
69.	ማራቶን ሞተርስ ኢንጂነሪንግ ኃ/የተ/የግል ማኅበር
70.	ዋሪት ሙሉ ጥላ ኢንተርናሽናል
71.	አዲስ ፋና ጠቅላላ ሽቀጣሽቀጥና ሆቴሎች ንግድ አ/ማኅበር
72.	አልፋ ጥበብ ማስታወቂያና ህትመት
73.	አዶት ቲና ሆቴል ኃ/የተ/የግል ማበር
74.	ኬ ዜድ ሆቴል
75.	ሀፃናትና ወጣቶች ቴአትር
76.	ጁፒተር አለም አቀፍ ሆቴል
77.	ሀገር ፍቅር ቴአትር
78.	ተክለብርሀን አምባዬ ኮንስትራክሽን
79.	ላቭሊ የውበት ሳሎንና ማሰልጠኛ ማዕከል
80.	ፖስኳ ጁዜፔ ኃ/የተ/የግል ማኅበር
81.	ከተማ ልማትና ኮንስትራክሽን ሚኒስቴር
82.	የእርሻ መሳሪያዎች የቴክኒክ አገልግሎት አ/ማኅበር
83.	ብሔራዊ ሆቴል
84.	ፋና ቢዩቲ ሳሎን
85.	ጽግሽት ሆቴል



Declaration

I, the undersigned, declare that this thesis is my original work and all sources of materials used for the thesis have been duly acknowledged.

Name: _____

Signature: _____

Date of Submission: _____

Advisor’s Approval

This thesis has been submitted for examination with my approval as a university advisor.

Name: _____

Signature: _____

Date: _____