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**Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
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M.A. Thesis

**Practices and Challenges of Unit of Competence
based Cooperative Training in Private and
Nongovernmental TVET Institution the Case of
Bole Sub-city Addis Ababa**

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By

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ABBREVIATIONS AND ACRONYMS

CBT	Competency Based Training
COC	Center of Competency
EOS	Ethiopian Occupational Standards
ETP	Education Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
ICT	Information and Communication Technology
MOE	Ministry of Education
NCVER	National Centre for Vocational Education Research
NGO	Non Government Organization
NTVS	National Technical and Vocational System
STW	School-to-Work
TVET	Technical and Vocational Educational and Training
UK	United Kingdom
USA	United States of America
UNESCO	United Nations Educational, Scientific and Cultural Organization
ILO	International Labor Organization
ESDP	Education Sector Development Program

ABSTRACT

The purpose of this study was to investigate the challenge and practices of unit of competency based cooperative training program in Bole sub city private, nongovernmental TVET institution. To this end, descriptive survey design was employed. Both primary and secondary source of data was used. The primary sources included trainees, trainers, deans, supervisors whereas the secondary sources included relevant policy documents. A total of 136 respondents took part in this study. Stratified, simple random and purposive sampling techniques were used. Data collection instruments were questionnaires semi-structured interview guide and observation checklist. Both qualitative and quantitative data analysis was used. The data analysis leads to the following major findings (1) The trainees knowledge about unit of competence based cooperative training is adequate but the implementation is not as expected most of the institution are send the trainees to the enterprise at the end of their institutional training. (2) The finding of the study revealed that trainees were assigned in the enterprise by trainees own communicating with the enterprises which is very tiring activities for trainees. (3) From the data, it was shown that the communication between the institution and the enterprise was very low, there was not face to face meeting of the supervisors with the leader of the institution concerning about cooperative training.(4) There was no professional cooperative training coordinator who follows the implementation of cooperative training programs as the major work. Based on the findings, it was concluded that the implementation of unit of competency based cooperative training in both private and non-governmental TVET institution in Bole Sub-city of Addis Ababa has problems of coverage and quality of implementation. Based on the finding and conclusion the followings are recommended: To implement unit of competency based cooperative training properly the institution and the enterprise have to be work together basically in planning. The institution by itself recruits and assigned the trainees in better enterprise. The trainers and trainees knowledge have to be updated by the current situation of cooperative training program. Awareness creation program on TVET strategy in general and the implementations of unit of competence based cooperative training in particular should be arranged by the TVET biro and the institution to enterprise. The researchers also recommended to Addis Ababa TVET biro to train and certify

supervisors about the evaluation of trainees at their institution. It is important to regularly follow up the performance of cooperative training at the enterprise. Therefore, it is recommended that the TVET institution has to work hard in conducting continuous and through supervision to provides timely responses to the respective enterprise and monitors the progress. For the purpose of this activity, the institution is also recommended to assign professional cooperative training coordinator. It is known that cooperative training is a corner stone of TVET program. Since 70%of the TVET training is undertaken at the enterprise, the trainees have to be certified in cooperative training. Therefore, it is recommended to the Addis Ababa TVET biro to make certification at enterprise is the precondition to sit in the national center of competency (COC) exam. It is better for the privet and nongovernmental institution to plan about the implementation of cooperative training and communicate this plan with the enterprises. It is also recommended to the institution to train professionals who work in the enterprise and to make them trainers at the enterprise.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

The cooperative training system in Ethiopia is derived from the “dual training system” of Germany and refers to an instructional delivery of technical and vocational education and training that combines in-company and school training based on a curriculum 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 through practical training and the latter by securing an adequate level of specific, general and occupation-related theoretical instruction. The word “cooperative” refers to the two parties providing instruction. The concept “system” means that the two instructing parties do not operate independently of one another, but rather coordinate their efforts. The guiding principle is that all parties involved, namely the industry, the trainees and TVET institutions, will gain immediate and long-lasting benefits. (Ministry of education cooperative training manual July 2010)

Technical and vocational education training (TVET) has emerged as one of the most effective human resource development strategies that African countries need to embrace in order to train and modernize their technical workforce for rapid industrialization and national development.

It is back on the development agenda of many African countries after years of benign neglect, instigated by a complex set of reasons that included budgetary constraints and criticism of the World Bank in the early 90’s on its direction and focus. The World Bank had

argued at the time that the cost of technical and vocational education was too high compared with the returns to the economy, that the quality of training was poor and that there was considerable mismatch between training and the needs of industry. Simply put, the delivery of vocational education and training was not cost-effective.

An effective TVETV program creates a practical learning experience for its students so that they may practice their newly acquired skills. Cooperative training is a subcomponent of industry linkages that provide practical work experience and professional contacts. The most common model in many countries is to provide students with apprenticeship opportunities in their chosen vocation. Germany's dual Education system is a well-known example where TVET training is provided in both vocational schools and private companies in key growth industries. This German method has been used as a model to design TVET system in several other countries with success apprenticeships not only benefit student but also provide value for companies. (Mourshed et al, 2010 "Education to employment designing a system that works.")

Although companies are not required to offer training in the German system, several companies do so for the following reasons: training can develop employees directly in line with company requirement, skilled employees are not available on the job market companies can prevent personnel fluctuation, they can review trainees carefully and pick the best ones for permanent positions.

However, there are also some issues to consider, previous researches like Desalegn endashaw demonstrate instance where students were forced to work overtime or assigned to non-relevant tasks or monotonous work. Furthermore, many employers are afraid of accidents with students on the production site. Therefore, a training center should also follow-up on a

student's work conditions and contents in order to ensure that the apprenticeship was appropriately implemented. In addition, a training center and a company should clarify and agree on safety issues and each party's responsibility in case an accident occurs during apprenticeships.

The goal of the TVET system- as formulated in its vision and objectives- is to create a competent and adaptable workforce (both male and female) to be the back bone of economic and social development and to enable an increasing number of citizens to find gainful employment and self-employment in the different economic sectors of the country. Even though the strategy states its vision and goals accordingly, it expresses the difficulties of implementation as follow “we do not as yet have an educational and a training system that is capable of producing the manpower that is both professionally and ethically capable of carrying and sustaining the responsibility of seeing to it that our industrial development program will have achieved its goals”.

However, according to Atchoarena and Delluc (2002:15), technical and vocational education systems are everywhere facing challenge to prepare sufficient number of people with the right skills to meet labor market demand. Matching skill, knowledge and attitude and the need of employment is increasingly challenging in the current context of globalization and rapid technological change due to the constant transformation of occupation so to fulfill the gape of the labor market and to achieve the goal the tools that are strongly believed to implement the vision and objective of the national TVET system cooperative training is the one and the first instrument. It can be considered as the wing of the TVET system that uses to fly on the air of development generally speaking cooperative training is the heart of the TVET system. It is with this in mind that the research will be assess the factures that

challenge the implementation of UC based cooperative training of private, nongovernmental technical and vocational education.

Among the tools that are strongly believed to implement the vision and objective of the national TVET system, Co-operative training is the one and the first instrument. It can be considered as the wing of the TVET system that uses to flay on the air of development. Generally speaking, co-operative training is the heart of the TVET system. Therefore, an internship and co-operative training system based on profound cooperation between TVET institution and employers and a joint training delivery enterprises still needs to be developed in order to increase the quality of TVET and hence to implement the vision of the national TVET strategy by tackling the above all mentioned obstacles. It is with this in mind that we are going to try to assess the factors that challenge the implementation of co-operative Training and opportunities of private TVET institution.

When we see the Current State of TVET Development Traditionally, Technical and Vocational Education and Training (TVET) has been fragmented and delivered by different providers at various qualification levels. Public TVET institutions under the education sector were concentrating on producing middle level technical graduates at post Grade 10 level. In parallel with this, public and private companies have had their own TVET programmers' as have NGOs and private TVET providers. Meanwhile, in non-formal TVET programmers', public institutions, NGOs, and private schools offer employment-oriented TVET programs to various target groups, including school leavers, people in employment, school drop outs and marginalized groups in the labor market. Unlike formal TVET, these programs are not yet systematically delivered. Informal (on- the-job) training is widespread, but due to the absence of a systematic assessment and certification system there are currently no mechanisms to

recognize informal occupational learning. Traditional apprenticeships in the small and micro enterprise sector constitute another presumably important, yet entirely un-researched, training environment. Public and private training schemes planned to produce administrative and health personnel to the market in sufficient quantity.

1.2 Statement of the problem

The overall objective of the national TVET strategy is to create a competent, motivated, adaptable workforce in Ethiopia that contribute to poverty reduction and social and economical development through facilitating demand driven, high quality technical and vocational education and training relevant to all sector of the economy at all level and to all people in need of skills development (MOE 2006:10) trainee do not have chance to gain a practical experience while they are in training and thus may straggle to hone the skills required in the market without a practical experience. It is more difficult for trainee to find employment or sustain their own enterprise after graduating. Therefore it is important to establish cooperative training for trainee. In this regard the training centers can use the existing network between industry associations to find cooperative training opportunities for their trainee. Also the length of cooperative training period should be determined by the training centers as the effective length will vary depending on occupation in Ethiopia despite the due emphasis given to technical and vocational system by the government, the participation of enterprise in cooperative training priority is still very low. These may not be phenomena observed only in government TVET college and institute it can also be perceived in private, nongovernment TVET institute unless these problem are solved the need to acquire skillful trainee will greatly be challenged. (MOE 2006:10)

Studies conducted by other researchers for example, Tolla Berisso (2016) indicated that TVET colleges in Oromia Regional State have been performing medium in making their respective colleges ready for cooperative training implementation. Likewise Desalegn Endashaw (2014) identified in his M.A thesis in Gurage zone, creating awareness about CT that the training so far arranged and given for stakeholders was not in a position to help them to have adequate awareness on the CT.

Consequently stakeholders have not acquired adequate awareness on the purposes and advantage of CT and their responsibilities in implementing processes of the program. Therefore, shortage of training was among the major factors that limited the involvement of stakeholders in the planning and implementation process of CT. although CT plans were prepared, the participation of companies in the planning, implementation and evaluation process of CT was not satisfactory, this reveals that stakeholders had no significance contribution in the preparation, implementation and evaluation of the plans and there was lack of strong collaboration among stakeholders in planning for CT. Moreover, the TVETs' targets were not equally understood by stakeholders due to the less effort for TVET leaders exerted to disclose the purpose, advantage and responsibility of stakeholders.

An activity during CT with the activities in the world of work was not similar. Hence, it is possible to conclude that this factor was the major causes that affect the implementation of CT program. Cooperation between TVET and companies, CT program/schedule/,appropriateness of training materials /machines / in the TVET, mismatch between the number of trainees and capacities of companies, financial problem of trainees, Promotion activities, refreshment training to the staff related to CT, Subject matter and Pedagogical knowledge of the trainers respectively were moderately affected the

implementation of CT. However this research report has need to propose to study the implementation and challenge of unite of competency based cooperative training in Addis Ababa private and nongovernmental TVET institution. Therefore, this research is useful to close the existing research gap. Finally the following basic research questions were set.

1. To what extent have private and nongovernmental TVET institutions in Bole sub city of Addis Ababa implemented unit of competence-based cooperative training?
2. What are the challenges that the institutions have faced in the implementation of unit of competence based cooperative training?
3. What should be done to improve the implementation of unit of competence based cooperative training in private and non-governmental TVET institution?

1.3 Objective of the study

This study consist of both general and specific objectives

1.3.1 General objective of the study

The overall objective of the research is to identify the challenge and implementation of unite of competency based cooperative training program in bole sub city private, nongovernmental TVET. This is because most of them are done traditionally when trainees are complete there all one year or two year training but TVET strategy is indicate to implement cooperative training at the end of UC.

1.3.2 Specific objective of the study

- II. To assess the implementation of unit of competence-based cooperative training in private, none governmental TVET institutions.
- III. To find out the challenge of unit of competence-based cooperative training implementation.
- IV. To find ways of improving the implementation of unit of competence-based cooperative training in both private and non-governmental TVET institutions.

1.4 Significance of the study

This study is basically designed to investigate the factors that challenge private TVET institution cooperative training program implementation and good opportunities. The finding of the study might have the following values:-

- It provides a rich description of the contemporary cooperative training in the private TVET institute and enterprises by documenting and clarifying its implementation problem.
- It helps all stakeholders with in the TVET program by giving information.
- It can become one source for further study for other researches that focus on the implementation of cooperative training program.
- It can encourage other colleges and institutes in Addis Ababa to take appropriate measures to facilitate the quality of cooperative training program.

1.5 Delimitation of the study

This study is geographically delimited to Bole Sub city of Addis Ababa because of the researcher work on that area and based on the trainees complains. It deals with private and nongovernmental TVET institutes. Hence governmental TVET institutions are not included; Furthermore, it deals with the practices and challenges of cooperative training in private and non-governmental TVET institution.

1.6 Organization of the study

The study is organized to five chapters. The first chapter deals with the study and its approaches. The second chapter deals with the review of related literature. The study design and methodology is presented in the third chapter. The fourth chapter presents about data analysis and interpretation. The last chapter (chapter five) deals with summary of the findings, conclusions and recommendations.

1.7 Definitions of key terms

- **“Trainee”** means an individual who participates in a technical and vocational education and training program that involves a cooperative training with a view to acquiring occupational competence and enhances skill; develop his professional ethics and attitude; (TVET Proclamation No. 954/2016Page 9074).
- **“Trainers”** means a person who engages in training activity at training institution; (TVET Proclamation No. 954/2016Page 9074).
- **“Cooperative training”** means a mode of training delivered by the cooperation of enterprises and training institutions; (TVET Proclamation No. 954/2016Page 9074).

- **“Training institution”** means a public, private or nongovernmental institution engaged in the provision of technical and vocational education and training program; (TVET Proclamation No. 954/2016Page 9074).
- **“Non-governmental training institution”** includes all technical and vocational education and training institutions which are owned by private or non-government organizations; (TVET Proclamation No. 954/2016Page 9074).

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 Education system in Ethiopia

Through most of the twentieth century, Ethiopian was one of the most disadvantaged countries in terms of access to education. As a legacy, in 2008 the literacy rate in Ethiopia was estimated to be 36% and the average educational attainment of the population 15 years or old was an astonishing 1.5 years (Estates).

School enrolment has expanding rapidly in recent decades. By the year 2010 there was near universal access to the first cycle of the primary education, but only half of the relevant group was enrolled in the second cycle (Table 2-3)(joshi and verspoor,2013).

Table 2-1 participation rates in Education by grade level, 2010/11

Grades	GER			NER		
	Mail	Female	All	Male	Female	All
1-4	128.8	119.1	124.0	94.0	89.4	91.4
5-8	67.4	64.8	66.1	46.6	47.9	47.3
1-8	99.5	93.2	96.4	87.0	83.5	85.3
9-10	41.8	34.9	38.4	16.4	16.2	16.4
11-12	9.6	7.1	8.4	NA	NA	NA
Higher Education	8.4	3.6	6.3	NA	NA	NA

(Source: Education Statistics Annual Abstract, 2010/11)

Note; GER=gross enrolment rate, NER=net enrolment rate, NA= Not available

The stricture of the education system in Ethiopia is as follows. Primary education (grades 1-8) aims to provide the basic literacy and numeracy skills.

General secondary education (grades 9-10) aims to enable students to identify areas of interest for further education and training. The preparatory level (grades 11 and 12) prepares the student for the higher education or careers. National examinations are administered at the end of grade 10 and 12. According to the officials of the MOE, approximately 30% of students that reach 10th grade will continue to higher education. The rest of the student will either enroll in TVET, leave the formal education system. Technical and vocational education (TVET) is institutionally separate from the rest of the education system, and forms a parallel track.

Students entering TVET stream after completing grade 10, have three options open to them, depending on the score received in the national exam:(1) one year training level 1; 2 year training level 2; three year training level 3, the student that attain 4 year is a level 4 student and who have a level four certificate and level 4 COC considered as have a chance to get to the university or he can accomplish his level 5 by TVET system.

2.2 TVET system in Ethiopia

The term “TVET” refers to “acquire the practical skill, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades” It is important to note that TVET is not only about knowing how to do things but also understanding why things are done in a particular way.(UNESCO 1997)

Technical and vocational education and training TVET fulfils an important purpose, forming a link between school and the world of work by imparting the knowledge, skills and attitudes required for a given job. As a result TVET has become increasingly popular and both national and global level. The use of TVET in all sectors of life is gaining momentum. Apprenticeship is regarded as a tool that can help industries to meet their manpower needs, because TVET balances that theoretical and practical knowledge required by industries.

It demonstrates the link between school and the world of work by equipping trainees with detailed job skill in the workplace. At the same time, it helps to alter negative attitude towards a job and eventually equips trainees with skills. TVET is a process and as such it should continue for a reasonable period of time, because cooperative training needs to practice and refine their skills. Research findings show that the cooperative training program face some challenge (MOE 2010). The researcher's preliminary assessment of the status of the implementation of cooperative training programs in the Addis Ababa administration region especially in three TVET colleges, namely Entoto, Wingate and Tegebare-edecconfirm this challenges.

A mixed method was used to investigate the causes of the challenge that face cooperative training program in selected TVET colleges and enterprises' in the Addis Ababa administration region. The current research has attempted to answer the following questions: what is the level of motivation of the cooperative training? Do the enterprises' have sufficient organizational strength? Which strategies do the enterprises and TVET colleges use to deal with the challenges they encounter? What are the professional qualities of the supervisor? Which skills does cooperative training acquire in these enterprises? The TVET system in Ethiopia is currently rapidly expanding.

The government believes that the present low factor productivity is due to the skill gap, and that left to its own, the industry will provide less training than is socially optimal. Therefore, publicly provide vocational education is seen by the Government as the means of close this skill gap. The government of Ethiopia looks at the public TVET at the key in improving the productivity of the enterprise and increasing their competitiveness' in the Global market. Government involvement goes beyond mere provision of TVET. The ministry of Education administers the centralized exam at the end of the primary school, and scores on this exam

determine if a student continues to the preparatory school or is placed in the TVET track. This national exam also determines which level of the TVET individual can join. (MOE 1994)

Furthermore, the allocation of the numbers of place for specialization is also centrally determined. In this regard, TVET system in Ethiopia is essentially command driven, even through the government recognizes the importance of ensuring the system is sufficiently flexible and responsive to demands of industry. Technical and vocational education and training (TVET) provide trainees with the technical skills applicable for the particular trade. In practice, different types of programs are included under the umbrella of TVET.

Grubb and Ryan (1999) distinguish the following four types of program. (1) Reemployment VET- prepares individuals for the initial entry in to the employment. The regular track of the TVET in Ethiopian falls under this category. (2) Upgrade training provides additional training for the employed individuals; (3) retraining provides the training for individual that have lost jobs or for those wishing to switch careers; (4) remedial VET provides training to individuals out of the mainstream labor force. In recent years, there has been considerable expansion in TVET institution in Ethiopia, both in terms of public spending and increased provision by private intuitions .number of TVET institution in Ethiopia is also provided by non- governmental organization (NGOs)

During the years 2004-2009, average annual increase in enrolment in TVET was 30.5% (MOE, 2008).in the year 2008/09(2001 E.C), there were total of 458 TVET institution in Ethiopian. These institutions enrolled total of 308,501 students in regular, evening, summer and distance program. In 2007, Ethiopian was the second in Africa in terms of number of training institutions.

Government sources estimate that private TVET providers currently provide approximately 30% of all TVET in Ethiopia, while private TVET providers estimate their share of the market to be around 50%. Tables 3-2 and 3-3 present the graduates from the government and non-government TVET institution in 2010-2011. according to these tables, roughly half of the graduates were enrolled in public institutions in the academic year 2010-2011.

2.3 German –style Apprenticeship-based TVET system

Bandura and Bolland’s theories underpin the study. Apprenticeship training is designed to facilitate the transfer of skills, knowledge and attitudes (shaffe and kipp 2013). The learning theory applied to explain apprenticeship programs is badura’s social learning theory. bandura (1977) holds that apprentices should imitate a skillful worker in a given profession. The nature of the learning taking place during the apprenticeship training process requires the trainee to observe the skills of the master, supervisor or craftsman. Contextual learning, situated learning and connected learning are also terms used to shed light on apparent ship training (shaffe and kipp 2013). accordingly, students have to solve real problems that require them to apply the specific industry –related skill and knowledge they have gained while at school. De Munck et al(2010).argue that engaging in practice is the basic condition for effective learning. Therefore, apprenticeship should be required to learn in workplaces where actual occupational skills are practiced.

It is true that apprenticeship training can lead apprentices to identify an occupation and eventually to develop their own career. This statement can be explained using Holland’s theory (2006). The theory is based on what Holland calls the “degree of fitness” between the individual and the environmental. As a result, our behavior is determined by our interaction with the environment. Accordingly, individuals are attracted to a particular occupation that meets their personal needs and gives them satisfaction. The application of these theories may

contain a set of auxiliary assumption that describes the environment and the condition under which apprenticeship takes place. This may help us to explain the causes of challenges facing apprenticeship training program. At the same time it can help us to interpret the research result (skitmor and runeson 2010)

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 skill. In German-style “dual” system the theory is taught in education institution and practice skill 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 interoperated 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).

The challenge in implementing the dual system is that a company has to be convinced that participating in the apprenticeship scheme is ultimately to its own benefit. In reality the firm may resist the apprenticeship arrangement because training is expensive. Trainees need to be supervised and have to operate expensive equipment. In addition, trainees may be poached by other employers after they graduate. This presents a classic coordination problem, where every firm could possibly benefit if the entire labor force is more skilled as a result of the training. However every firm prefers that the training is done by somebody else. Therefore the total amount of training offered is less than socially optimal.

Coordination problems of this type are of course at least part of the justification why separate TVET institution exists, as opposed to the training being done by the employer. Institution or public provision of TVET attempts to tackle this coordination problem, but cannot entirely

escape it is the firm based training is desired- the coordination problem re-emerges in a different guise. German style dual programs demand very strong participation by employers. In practice, German apprenticeship involves for major sponsoring parties- the employer, the public authority, the trainee and the trade union (Streeck, Hilbert, van Kevelaer, Mailer, and wber 1987).German apprenticeship is a descendent of the medieval institution of apprenticeship within the merchant guilds.

It appears that in Germany the institution have emerged that are able to solve the coordination problem that are inherent in the cooperative training arrangements different models of apprenticeship training systems can be proposed. Guile and Griffiths as cited in (Virtanen, 2008) have analyzed the forms of organizing apprenticeship or workplace training in the European context. Accordingly, they identified five models of work experience, which are briefly described below.

The traditional apprenticeship model: in this kind of model, trainees can be sent into the workplace and they are expected to adjust to the requirement of the workplace. The model assumes that learning takes place immediately and there is no need for any special guidance or help. The workplace experience is managed through traditional supervision. As there is a minimal cooperation between vocational institution and the workplace, the division between theory and practice can be seen clearly.

The experiential apprenticeship model: in this model the work experience has an important role in the learning process. The social development of trainees is emphasized. It is necessary to develop pedagogical practice that support this consequently, cooperation between vocational institutes and the workplace is essential, and there is a clear division between theory and practice.

The generic apprenticeship model: According to this model, work experience is seen as an opportunity for developing skills needed in the working life. Trainees collect materials to show their development in acquiring key skills. They also take part in assessing their skills. The teacher's role is to facilitate this process. Thus, the relation between theory and practice remains unclear.

The work process apprenticeship model: in this model, trainees should develop a general understanding of the work process. The institution is that trainees learn skills that can help them work in different work environment .the model require integration of theory and practice, and hence collaboration between vocational institutes and the workplace is vital.

The connective apprenticeship model: it is presented as an ideal way to organize workplace learning for trainees. The core of this model is the connection between formal and informal learning, and between conceptual development and developing capacity to work in different contexts. The idea is to connect learning in a way that requires integration of conceptual learning and work experience. This requires close cooperation between vocational school and workplace; and the central role of the education and training provider is to develop partnership with workplaces to create conducive environment for learning (Virtanen, 2008)

Besides the above model, the other most common model known in most industry and other countries is the cooperative apprenticeship training that is run jointly with employers, labor unions, TVET institution and the government. It involves various stakeholders in big industries invest money and avail there facility for the training of apprentices. The labor unions, in turn, have an interest in controlling the training in the degree of specificity of the training, in the number of trainees and in the amount of wage to be paid to the apprentices.

The laws enforce TVET institution to provide class room training based on the job demand. The government, in its part identifies recruits and screens candidates and registers them for apprenticeship training .The model defines the legal rights of each actor during the implementation of apprenticeship training and ensures its sustainability (cantor,1997)the experience of implementing apprenticeship training.

Apprenticeship training at the global level has undergone consecutive historical courses. In line with this, we observe disparities in the experiences of implementing apprenticeship training program. The variations are very significant. Notwithstanding the challenges countries may face, we see some countries accumulating rich experiences and others not. Indeed, some of these experiences may be imitated. However, it will be difficult to discuss the apprenticeship experiences of all countries of the world.

A sample of countries from Europe, North America, Africa and Australia may suffice to cite for benchmarking. Depending on the economic, social and geographical differences of this country, it appears important to mention the lessons that can be drawn. In conformity with this, the rich experiences of these countries may serve a lot when designing future apprenticeship training.

The South African experience a new era was opened in South Africa when a democratic election took place in the country for the first time in 1994. This significant event opened a new chapter in the history of the country. Two years later, a new constitution was prepared and amended in 1996. Since 1996 the government of South Africa has committed itself to overhaul and reform the education system of the country. Consequently, it passed statutory laws to lay foundation in the education system.

The subsequent educational policies, strategies and other directives were also prepared and implemented (Mad and Mothata, 2000). As part of the statutory laws, it may be enough to

mention the most popular documents relevant to the development of technical vocational education and training in the country. The development of TVET based itself on further education and training /colleges/FET/C Act of 1998. The act permits for the establishment of both public and private FET institution throughout the country. The law defines;

- Entry requirement: the minimum age and educational qualifications for commencing apprenticeship. The age requirement is 16 years, but section 17 allows 15 to be an exception age.
- Period of apprenticeship: it specifies 3 to 5 years of apprenticeship training program depending on the designated trade.
- Formal qualification: it defines the kind of national certification to be awarded.
- Workplace experience: it limits the work experience to be possessed as prescribed by the respective minister and the period of apprenticeship.
- External assessment: it confirms successful completion of a qualifying trade test (SADLP, 2008). In addition the law gives ground for the implementation of FET at the national, provincial and local level. At the national level, there is ministry of education responsible for the provision and evaluation of education policies, planning, coordination, development and the management of higher education and human resource.

On the other hand, each of the nine South African provinces has its own executive council responsible for the education in the province. Likewise, the government of the local area is responsible for the implementation of the education activities in each school. Education in South Africa is compulsory until grade 9. However, trainees who completed grad 9 may have the chance to acquire (under the NQF) their general Education and training certificate and to continue employment or technical training at FET institution (Akoojee, Gewer and Mcgrath,

2005). It should be noticed that trainees register for apprenticeship just at the end of their secondary education.

This was facilitated by the apprenticeship Act of 1992. The Act paved the ground for the technical college sector to develop rapidly and to provide theoretical training for those already engaged in practical or on-the-job learning apprenticeship (Akoojee, Gewer and Mcgrath, 2005) in all the nine provinces of South Africa, FET colleges are considered as important institution for technical skills development at the intermediate level. Notwithstanding the right of each province to administer FET, they take the central role to the delivery of priority skills needed in south Africa.

Based on the vocational curriculum being implemented in FET colleges, trainees are expected to sit for the NVC qualification at the end (SADLP, 2008). recently, the South African department of labor proposed for routes for the training of prospective artisans. The new proposal was supposed to produce manpower for both informal and formal economy. Besides, it has the power to combat employment problems in South Africa. It can, thus, be considered as an African model to be imitated. Since the output from the formal FET colleges alone cannot ensure the number of middle level personnel, it requires policy makers and other to design this kind of system.

However, there is a problem regarding the learning outcomes of the current FET College in South Africa since they are not aligned with industry needs. Besides, the quality of FET graduates is not in accordance with the required level in the workplaces (SADLP, 2008). Unless the training at the enterprises meets the required quality, the implementation of apprenticeship training will be at stake. It will also be hard to produce the right kind of person. This may be taken as a challenge for the TVET system of the country in achieving the apprenticeship objectives.

2.4 The German experience

In Germany, children are enrolled in company full-time schooling at the age of six. Following four years of primary school for all, educational paths are divided into the secondary general schools, intermediate schools, and grammar schools, and in almost all the Landers/a federal union 16 states/ comprehensive schools. This schooling takes 9 years. Upon completion, trainees who do not attend any full-time-school are asked to attend part-time (vocational) school for 3 years. However, in practice, trainees attend school from the age of 6 to 18.

The different educational paths come together again. As a result, trainees who belong to this system include those who completed education in special, secondary general (hauptschule), intermediate (realschule), comprehensive, vocational and grammar schools (gymnasium).the dual system is, thus the one that absorbs the largest number of trainees at upper secondary level, with approximately 53 % of an age cohort training for a recognized training occupation in Germany. Compulsory education exists for persons (aged 6-18) and for trainees in the dual system (even if they are over 18) (Hippach-Schneider, Krause and woll, 2007).

The dual system is described as dual since the training is conducted in two places of learning- the enterprises and the training institution (Cedefop, 2007). Trainees can enter the dual system for two, three or four years depending on the occupation. This can be realized when they have completed full-time compulsory schooling (Misko, 2006). This kind of TVET training system in Germany is, general, established on a legal ground. To this end, training in enterprises is regulated by a series of federal laws and regulations (Hippach-Schneider,Krause and Woll,2007).

The most significant condition are the free choice and practice of an occupation, as depicted in the constitution (Grundgesetz: Article 12(1) and federal government legislation for out-

out-of-school vocational training (Article 72(1), (2) and article 74(1)). The German dual system is believed to equip trainees with the required skills of the occupation. This is due to the fact that the training program is systematically conducted in two settings: in the learning companies and in the TVET schools. This kind of training program lasts for three years. However, there are laws that permit a reduction in the training period.

This can be done by establishing agreement with enterprises. Accordingly, the agreement obliges both parties to meet the main objectives of the training in the dual system by acquainting the trainees with the skills of the occupation (Hippach-Schneider, Krause and Woll, 2007). The current competence based vocational training in Germany requires trainees to exercise an occupation in order to become skilled worker. Thus, successful completion of the apprenticeship training program enables the trainee to become qualified skilled worker. On the other hand, fulltime TVET education commitment must be ensured by the trainee using written format prior to the beginning of the training, and this right is provided to all German citizens.

Apprenticeship training in Germany takes place on the basis of the training contract signed between a training enterprise and the young people. A contract established in this way ensures the trainee to stay in the enterprise for three or four days, and in the vocational school up to two days a week. The agreement imposes the enterprises to shoulder the cost of the in-company training and remuneration. The amount of the remuneration, however, increases with every year of training, and reaches about one third of the training pay for a trained skilled worker.

The professional competences in the occupation to be acquired in the enterprise are specified in the agreement and oblige the enterprises to incorporate them in their training plan. Enterprises are expected to provide training places in both the industry and the public

service. Moreover, enterprises enter in to a contract with trainees to provide them with the professional competences in the occupation (Hippach-Schneider, Krause and Woll, 2007).

The requirements of the dual training system guarantee a uniform national standard which ultimately ensures to meet the requirements of the occupation. Due to this reason, the training that takes place in training enterprise is implemented by people who have skill in that profession. The suitability of training at the enterprises is monitored by the relevant autonomous industrial bodies (chambers).the training enterprises are thus advised to prepare detail training plans for trainees.

This plan should, in fact, correspond according to its practicality and time structure. It may be observed that most of the time small and medium-sized enterprises are often unable to provide all the learning content. Sometimes they lack suitable training personnel or may not cover all the training content themselves. As a result, there are various possible ways of overcoming these problems. We can cite the following (Hippach-Schneider, Krause and Woll, 2007): Educational institution offer intercompany training periods designed to supplement in company training. They are often sponsored by autonomous bodies in the relevant sectors of industry.

Enterprises from coherent training structure may also be asked to arrange special programs for the trainees. Besides, there are other models of implementation in collaboration with other enterprise in which the lead enterprise bears overall responsibility for training. In these models, parts of the training are conducted in various partner enterprises in which some periods of training take place outside the regular enterprises. The parts of training may be conducted in a nearby large enterprise with a training workshop on the basis of an order and against repayment of cost.

Some of the comments on dual system are that the rise in the general –education level and age of the youth who take part in the vocational training offered by enterprises and the decrease in job offers have increased the competition between youths. Besides, moreover, it is harder for youths to obtain training in small or public bodies than the other critics of the dual system also comment that it perform well in the manufacturing than in the service industries (Tremblay and Le Bot, 2000).

2.5 The Australian experience

The Australian educational system is organized as primary, secondary and tertiary. The primary education takes seven years of preliminary courses that requires children to start at the age of six and ends at 12. It orients the children with the general education and makes them ready to join the society and to the next level of education.

The secondary school starts at the age of 12 and it is compulsory to complete two years of junior high school till the year 10, after which students have two options: either to pursue their further academic education or choose vocational education. Thus, students should accomplish another two years of high school diploma. After this trainee leaving junior high school can go for vocational education or for apprenticeship training program.

Modern apprenticeship in Australia was believed to start during the colonial time. The kind of training offered during that time was known as state-based apprenticeship which was imported from UK. Young people were indentured to a master craftsman to learn trade or craft. However, when the Australian federation came in to being, it was replaced by a new kind of national system of apprenticeship training (NCVER, 2011). At present there are two types of apprenticeship training programs in Australia: the traditional and the non-traditional. The traditional type includes trade and craft areas like engineering, building and construction, plumbing, automotive mechanics, commercial cookery, hairdressing, and printing. On the

other hand, the nontraditional type includes information technology, retail, childcare, tourism and hospitality. No age limits are imposed to take part in apprenticeships or traineeships. Therefore, mature apprenticeship can be accepted in the manufacturing industries (Misko, 2006).in the actual apprenticeship practice, apprentices spend all days of the week on job with a training provider except for two days. Although this is the case, some special programs can also be arranged by enterprises for off-the- job training for some times in a year.

However, since 1998, a new apprenticeship training program has been introduced to enable apprentices and workers to take part in part-time apprenticeship programs offered at the workplaces (NCVER, 2011). Besides, trainees in schools have the right to participate in school-based apprenticeship at the end of their secondary school education however, total school-based apprenticeship training are criticized due to their failure in allowing apprentices to have adequate time in the workplaces to complete work tasks and projects and thereby develop vocational skills (NCVER,2011a).

As in some countries of the world, apprentices in Australia are required to sign training contract with an employer or a group of training company. The agreement ensures the apprentice to earn a training wage. It also guarantees the apprentice to develop a training plan based on the units of competency to be grasped. This kind of plan is developed by recognized training organization with employers and apprentices (Misko, 2006).

2.6 Cooperative training in Ethiopia and its benefits to partners involved in cooperative training

Cooperative training describes a partnership model between TVET institutions and in-industry workplaces with the aim of delivering training jointly. This is in contrast with

institutional training, which is exclusively carried out by TVET institutions or with limited industry participation.

Cooperative training has the advantage of systematic learning in and exposure to workplace realities, making training more relevant, holistic and sustainable. Current standards for cooperative training stipulate that 70% of a formal TVET course is delivered in industry. This target is not, however, widely met (and precise information is unavailable). One reason is the challenge that TVET institutions face in securing ample training places in the industry. In order to increase these places, the TVET institutions are now required to turn their attention to MSEs, which provide a lot of potential industrial training opportunities and represent the target labor market for most future TVET graduates.

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 training that combines training in enterprise and institution based on a training plan collaboratively designed and implemented by industries and respective TVET institution. Under this system, the industries/companies and TVET institution 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).TVET students in Ethiopia have to apprentice 70% of the time spent in the program. 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. Poupardet al in Atchoarena and Delluc (2002:58) state that for the improvement of technical education and vocational training, systems systematically refer to the need to forge closer links between training and the labor market.

This search for a better match between jobs and training is based on a two-horned problem: the labor market today is often considered to be characterized by the acute shortage of skilled labor, as reported by many employers. Paradoxically, many economies suffer, at the same time, from rising unemployment, particularly among the young people leaving the education system, as reflected in graduate employment rates. The pace of technological change requires workers to have new qualifications in order to perform the tasks required in modern jobs and thus to raise competitiveness.

Cooperation between technical school and enterprises can come in several forms, ranging from sandwich training to collaboration in research and development (Atchoarena and Delluc, 2002:59).Although there are a few, but significant, exceptions- eg Botswana, south Africa, Zimbabwe most African countries have very little experience with dual forms of training in technical and vocational education. Hence, several countries, such as cote d'Ivoire, Kenya, and Congo, are developing this form of cooperation with business in order to work towards a closer match between the supply and the demand for training.

Though dual training appears to be an effective means of familiarizing trainees very early with the conditions of the work environment, there are many difficulties in applying this system in the countries of sub-Saharan Africa.

One of the reasons for this is it requires first and foremost that enterprise be willing to provide training and consider it as a long-term investment in human resource development. If such training is to give young people a true immersion experience in the company, careful organization of in-firm practical training and supervision of trainees is also required. These conditions, not always met in developing countries, are hardly satisfied in most off sub-Saharan Africa.

Cooperative training is expected to play its role in improving the quality of the current Ethiopian TVET system. Any enterprise that 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 enterprise, in one way or another, if the activity of an enterprise have similarity with occupational training, any enterprise, large or small, can take part in cooperative training (MOE,2010:6).

Those parties who participate in cooperative training are given each their responsibilities. The enterprise, the TVET institution, the trainer, and the trainee are all responsible for the proper execution of cooperative training. Besides responsibilities, each participant benefits from the process. The following are among the points described in the cooperative training handbook.

Enterprises get competent workforce shaped according to their demand and will be assured of the long-term availability of qualified staff in the labor market. Also they can get new technologies transferred through the trainers and trainees from training institutions. Trainees

are more motivated to study, and they learn more easily, since they are aware what they are training for and how they will apply competency concepts in their practical work.

As the practical training shall take place at the enterprise' venue, training providers save resources to be spent for purchasing training materials/inputs, environment, and reduce training material need in the training institution .in addition, the training staff will get exposure to real world of work environment through the interaction with enterprises (MOE, 2010:6). To make the enterprises and other business organization cooperate with the TVET institution, they have to be involved in planning, developing the objective 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 through there are some effort by such TVET institution as the Addis Ababa Technical School, Entoto Vocational School, and General Wingat school to create links with enterprise, the status of other institutes is not well documented. it should be indicated that job placement of vocational 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 TVET institution and enterprises to enable students gain skills and to enable teachers to retool in their own occupation. In this relationship, tangible benefits accrue to both educational institution and the informal /formal sector (UNESCO, 1997:73-74).

Here it is 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 will have been discussed. The literature review part of the study will try to further emphasize the objective of TVET, mention some of the major institutional factor (Bothe human resource-related and nonhuman resource-related) that influence the cooperative training of TVET students.

The human resource related factor including TVET management, interpersonal relationship, training staff, and guidance and counseling service. The non-human nonhuman resource-related factors, on the other hand, comprised of such things as curriculum content, school facilities, instructional materials, and cooperative training. It is in this sense that researchers will try to investigate factors that affect the implementation of cooperative training in both technical and vocational education and training institution by finding proper answers to the basic questions raised at the end of the statement of the problem.

Benefits to Partners Involved in Cooperative Training

2.6.1. Benefits to Enterprises

They are actively involved in creating a competent workforce according to their demands, suggest improvement of an occupational standard if they feel the need during the CT also They have a good opportunity to select and recruit the best employees as CT can be part of Human Resource planning. They can get new technologies transferred through the teachers and trainees from education and training institutions. They can contribute to the improvement of the Ethiopian economy as a social aspect of the company's responsibilities. They can suggest further training and minimum experience of TVET teachers as they feel the need through CT (Ministry of education cooperative training manual July 2010)

2.6.2. Benefits to Trainees

The trainees experience many benefits, including: opportunity to work in a real world work situation and experience the environment working for a potential employer, so they have the

opportunity to establish whether or not they enjoy working for the company. They can add a lot of practical skills from the companies' training activities to the theoretical knowledge learned from TVET. They are able to realize the importance of craftsmanship and become proud of their ability to work with their hands. They are realizing the need of a craftsman to use his/her brain if he/she wants to be successful. They are able to realize the importance of quality, safety, hygiene and cleanliness for every job (M.O.E.C.T.M JULY 2010 P)

2.6.3. Benefits to TVET Institutions and Colleges

As the practical training has to take place at the enterprises' venue, TVET colleges save resources to be spent in purchasing materials/inputs and teaching staff will get exposure to the real world working environment. Cooperation with industry will keep TVET up to date regarding the demands for TVET graduates. TVET can insure that the practical training is done by using the best available technology and can advertise its training as a holistic approach, covering all aspects of an occupation.

2.6.4. Responsibilities of the Partners Involved in Cooperative Training

2.6.4.1 Responsibilities of TVET Institutions:

The responsibilities of TVET institution is Recruiting trainees for the training program, Developing the training plan in cooperation with partner establishments, Overseeing trainees' enrollment in the program, Integrating the CT program into the trainees' overall educational and training program

2.6.4.2 Responsibilities of TVET Teachers:

Teachers take part in facilitating cooperative training, give orientation to trainees, Prepare a training plan, Organize access to workplace, Link training plan with the work, Assure that a

trainee acquires basic competences prior to cooperative training program, Performance or training achievement report to the industry and the TVET institution

2.6.4.3 Responsibilities of the Trainees:

Acquire technical and vocational competences necessary to complete the objectives of their training program, Carefully perform the tasks entrusted to them as part of their training program, Take part in training program measures, Follow the instructions given to them by employers, instructors or any other persons entitled to give them such instructions, Have regard for the rules of behavior to be observed on the training premises, Use tools, machinery and other equipment with due care, Not reveal any business or trade secrets, Undertake training and assessment as set out in the training plan, Maintain their Training Record Book (this will need to be retained at the workplace)

2.6.4.4 Responsibilities of the Enterprise:

Arrange and provide facilities, range of work and supervision to instruct the trainee as specified in the training plan (and schedule if school-based) Notify the TVET institution in writing within 10 days of both employer and trainee agreeing that the training required under the training plan has been completed.

2.6.5 Steps in Cooperative Training

1. Planning Cooperative Training

Before starting a 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 in enterprises or in TVET institutions. Cooperative training cannot be successful without a training plan. Planning of cooperative

training can also begin at the outset of curriculum development. The curriculum developers/teachers 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 the TVET institution or at the company/workplace. Accordingly, this training plan forms an integral part of the curriculum, maintained both at the training institutions and at the companies.

2. Signing of Training Agreement

A Memorandum of Understanding (MOU) is a major reference document showing every role and responsibility of partners in cooperative training. Therefore, this document has to be signed by representatives of top management of the enterprise and TVET College and kept at both places for regular reference.

3. Establishing Cooperative Training Sites

Cooperative training needs two venues: one at a TVET institution and one at an 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!

4. Assigning Training Coordinators

Both parties must assign responsible coordinators for the program. A teacher for the specific occupation can be a coordinator from the TVET institution, and an experienced staff member from the enterprise in a related occupation must be assigned as a supervisor or coordinator from enterprise side to assure the program is running as desired. The company's training coordinator has to have a certification of successful assessment for the relevant occupation.

5. Monitoring the Training Progress

Monitoring student 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 teacher and informal daily observations and feedback from the enterprise

trainer. Assessment of trainees during the training program is held in enterprises and TVET institutions by the enterprise trainer and TVET teacher.

6. Inspecting Cooperative Training Sites

Based on the agreement cited in the (MOU), responsible bodies from TVET institutions have to make a regular visit to the sites. The main purpose of this visit is to make sure that all practical training activities are provided regarding the signed (MOU). If the outcome of the observation is lower than expected, a meeting attended by all the involved parties (company, student and TVET institution) has to be scheduled immediately to sort out the weaknesses and make sure the ongoing training is fruitful. Otherwise the CT activities have to be canceled and the company can no longer be a cooperative training partner. (M.O.E.C.T.M JULY 2010 P)

2.7 Skill competency assessment

The Ethiopian TVET strategy (MOE, 2008) maintains that TVET quality and relevance should be enhanced through making the system outcome based. By “outcome based” the strategy implies that the training received in TVET should be measurable according to the skill assessment based on the occupation standards.

This “outcome-based” measure is not to be confused with the measures of the final labor market outcomes of the graduates, such as wages and employment. Occupational standards are the competencies needed to be considered qualified for a certain field. The government of Ethiopia plans to develop occupational standard for all occupational fields, occupational standards are developed at the national level.

The federal TVET agency is responsible for organizing, facilitating and endorsing the occupational standards. In order to develop these standards, the federal TVET agency is tasked to form expert panels for standard setting and to consult the international occupational

standards. Identifying the clustering of occupations is conducted through cooperation with the ministry of labor and social affairs and the civil service agency. Occupational assessment takes place in designating or accredited public or private centers (MOE, 2008).

At the end of the study, the TVET graduates have the option to go through official assessment of their skills. Currently the assessment is done for key competencies only. It appears that most graduates currently do not get assessed. Of the graduates in Addis Ababa, about 10% were found competent in the core skills. Having been assessed increases job prospects for the graduates and also improves the opportunities of job-to-job transition.

2.8 Challenges and priorities of TVET

The TVET is used as a comprehensive term referring to those aspects of the educational process involved, in addition to general education, the study of technologies and related sciences, and the acquisition of knowledge, practical skills, and attitudes relating to occupations in various sectors of economic and social life.

The TVET is further understood to be:- An integral part of general education, a means of preparing for occupational fields for effective participation in the world of work, An aspect of continuing or lifelong learning and preparation for responsible citizenship, An instrument for promoting environmentally sound sustainable development, a method of facilitating poverty alleviation. The social and economic trends predicate the need for a new development pattern which holds a culture of economically, environmentally and socially sustainable development as its central features.

Accordingly the values, attitudes, policies and practices of TVET in the developing countries must have their foundation in this pattern. Approaches and practices should be always sought for and presented to illustrate the contribution that TVET can make towards a more sustainable development.

Considering the myriad problems facing developing countries, TVET is not only important, it is a prerequisite. We start by critically reviewing some of the problems and challenges facing the TVET and how TVET could be used to set priorities and alleviate these problems before embarking on suggestions on the way forward.

The basic TVET system reform challenges and priorities in developing countries listed in this paper are: (WWW.UNEVOC.UNESCO.ORG/E-FORUM/)

a) Engaging community as significant players in TVET

In order to develop a nation's economy and society in different developing countries, it is important to note, that in average two thirds of the population in most of the developing countries generally work in jobs that require a skill level which is usually associated with vocational education and training.

It has always a challenge to change the mindset of parents, the community and stakeholders about vocational education being second choice to academic education. people tend to view TVET in negative way, as education and training meant for those who have failed in the society. Most parents (even the ones with TVET background) want to see their children becoming engineer, doctors, lawyers, etc just because they believe this will give them better job opportunity. This challenge is vital to development of TVET and it is apparently one of the major obstacles to improve the social status of TVET. If students who received a vocational education routinely earned better incomes than those who choose the academic rout, then parents would factor this in their decision making.

The challenge is to create vocational programs in developing countries that deliver professionally successful graduates. When we rise to this challenge, the brightest students will be fighting for a place on TVET schemes. In contrary to what is happening

in developing countries are queuing up to hire graduates of TVET programs and there are more requests from employers and enterprise each year than there are graduates.

This means graduates of TVET institution in developing countries earn income better than graduates from other high institution. This in turn means parents in developed countries are fighting to get their children in to those TVET institutions –even through TVET institution are normally considered to be a dead-end option for the least bright vs. regular institutions.

The high status/ low status debate is perhaps a false one. If employers don't value TVET graduates than there's a more fundamental problem with these TVET institution. Another negative image of TVET in developing countries is the social classmbe3r can be making as much money as an engineer but at the end of the day; he is still a plumber with a lower social statues. Money does not always equal higher social status. Apparently in some circles, a university degree is still the ticket to social mobility even if it does not lead to employment or more money.

How do we change that perception so that parents use a different yardstick to measure their success as parents is an important issue? This is interesting question and part of the answer to the question is that better quality of TVET will lead to higher performance and productivity of TVET trained graduates and hence higher wages and more job chances.

b) Systematic professional development of instructors/trainer/ teachers

There are many challenges for TVET in developing countries in terms of systematic professional development of instructor /trainers/teacher demands.

Instructors /trainers/teachers are posed with problems on how to use new technology and keep up with teaching methods of various vocational training. This topic is one of the

most important issues when dealing with quality assurance of TVET as one of the major objectives for TVET reforming in developing countries.

- c) Keeping pace with technological advancements and using technology appropriates in TVET

There are many challenges for establishment of appropriate infrastructures, upgrading existing material and training resources available. There is need for proper tools, equipments to be used in vocational training and be used by Instructors /trainers/ teachers to keep up with the skills with changing times. Developing countries are still overly focused on science and technology-based curricula and training programs but they need to spend as much effort on transformative critical pedagogy.

- d) Encouraging continuing TVET and lifelong Learning

There is a challenge for putting in place a truly coherent and comprehensive continuing TVET and lifelong learning strategies in developing countries. Such strategies should be actively encouraged and action at all levels of continuing TVET and lifelong learning should be developed.

- e) Delivering a TVET Demand Approach

unfortunately many in-company based and outside-company based TVET institution /centers in developing countries are concentrating their efforts on” curriculum mandates” and “training program writing” without sufficient understanding of “Delivering a TVET Demand Approach”. TVET institution /center instructors/ teachers must take the time to fully appreciate and understand the practicalities of teaching and planning on the basis of a demand approach before engaging in lesson or unit writing.

Links between education and training and the employment sector should be improved through researching the needs and competences that are on demand or will be required

in the future by the labor market. In this context, emphasis is to be given to the enhancement of the vocational training status and on establishing lifelong approaches, counseling and guidance to vocational training.

A special interest should be given to training programs that are promoting equal opportunities, thus enabling all to have access to the labor market. The infrastructure and systems for TVET institutions (institutes, centers and schools) in developing countries and the skills delivered cannot be static.

The market requirement requirements are changing with such great pace that the TVET institution have to be constantly in re-construction. This is specially the case with training curricula, infrastructure, trainers' skills, market linkages, etc. the outcome based approach in this regards seems to be the most appropriate. A TVET institution should build its credibility by effectively training the candidates and contributing to a career development of the persons rather than act as an institutional for rolling training program.

f) Vocationalization of Higher Education HE in Developing Countries

Considering that workforce-development is one key-issue for the overall development of developing countries, it is necessary that the best brains, which usually gather in academic communities, also care for education and training at the intermediate level. There are not many developing countries, where "vocational disciplines" are implemented through respective academic subjects at universities.

During the last few years some developing countries started to build up such university subjects. Even though vocational disciplines are of such great importance to society, decision makers often are reluctant to the implementation of a high number of them

because still, vocational disciplines are not regarded as full academic disciplines even in countries where they exist for a long time.

The academic communities fear to damage their high status if too many low quality subjects exist at their universities. Therefore it might be wise, not to start with a too big number of vocational disciplines, which will have to build up their own profile and thus compete with already established academic disciplines. The lack of appropriately trained TVET personnel in the developing countries and the rigid curriculum requirements of TVET courses and programs generally limit the ability of training providers to accept sustainable vocational education as a valuable education. Therefore such barriers provide challenges for the TVET sector in developing countries that should be resolved and areas where higher education HE can contribute should be identified. There are some areas where HE and TVET could improve their collaboration in developing countries:

- 1) Contribution of HE sector towards re-development and interpretation of TVET packages (curriculum and training program).
- 2) Contribution of HE sector towards training of TVET trainers /instructors/ teachers
- 3) Research and shared vision between HE and TVET in contribution to sustainable development
- 4) Joint development of resources and pedagogy that promotes SD and encourages a culture of sustainability in TVET taking consideration of the above, the TVET in developing countries should develop close interfaces with HE and other education sectors to facilitate seamless pathways for learners with an emphasis

on relevant work experience and allow learners to enter gainful employment or pursue HE opportunities.

- g) Funding of TVET Studies show that, in developing countries, funding towards TVET is ad hoc and arbitral, TVET institutions have been neglected or overtaken by institutions constraining on purely academic education without any practical training (on-the-job training OJT).

One major constraint that TVET is facing in developing countries, is the limited budget and this becomes the core issue as to why TVET institutions are not able to employ trained trainers, assessors and verifiers support them in updating and upgrading their skill, purchase most appropriate training facilities, aids and technology for practical training (on-the-job training OJT) and accordingly are not able to market themselves effectively etc.

Application of the modern training methodologies implies budgets, which may not be constant along time. During the initial stage of establishing a TVET system/ project, costs are high because the design, development, edition and validation of the full training and assessment matrix take time and effort and it is a costly project. Costs go down as the TVET institution /Enterprises appropriate the methodologies and the models become consolidated. Another peak in costs occurs when the training materials and facilities have to be reproduced /upgraded. This is even more critical when there are high rates of workers /trainees/ students' turnover.

How can institutions manage costs? Traditionally they have utilized cost per hour of instruction plus support material and teaching aids. The system is no longer valid for application of this methodology if emphasis lies on training, assessment and verification with the training matrix process (training life cycle) i.e. in the development of

curriculum and training materials and in the process of assessment, verification and feedback for each participant.

Terms of reference for the link-up between the TVET institution and the enterprises vary accordingly to the parts of the methodology to be applied. The TVET institution and the enterprises must jointly determine what products are to be considered. One enterprise may want first to obtain a competencies' profile, another may wish to apply base line assessment guides immediately, a third one to start off with basic training. As opposed in to traditional training, where the cost of supply (inputs) was taken into account, in modern training methodologies cost are related to the demand (results/deliverable / products).

TVET costs management is in no way obvious since many deliverables depend on the degree of worker/trainee/ student involvement in the TVET project pathway. It would be too demanding to work only on deliverable when not all aspects of the process are under control. We may consider a halfway alternative, like playing for a number of hours of programmed training services, with the commitment of reaching certain levels of deliverables for each specified stage. TVET institution can play an important role in the reproduction/upgrading of the training materials and facilities to reduce the costs by applying virtual learning.

The TVET institution can also reduce costs by negotiating the reproduction/ upgrading of training packages designed and developed for several enterprises at a time, and get better prices from end users. Again, it is an investment that that enterprises are not accustomed to and which may sometimes cause disproportionate and irrational reactions by management. That is the moment when TVET institution can submit arguments justifying the investment and suggest alternative solution.

While every reasonable effort should be made to reduce per capital cost, there is minimum below which effective TVET cannot be given, and if the basic courses and training programs do not permit of this minimum of per capita cost, TVET will not be effective. As international figure, any enterprise/company/ organization spending less than 1-2% of their profit on TVET will not ensure the implementation of a robust and effective TVET system.

The introduction of some “quality-related” elements and “quality indicators” in TVET can contribute to additional costs. However, the long-term benefits for society and the economy are such that the initial costs related to the upgrading of quality are well-justified. Nevertheless, high-quality TVET might be seen as unaffordable by many government, enterprises and training providers. It is therefore particularly important that the developed countries that have already developed and included certain elements of quality assurance in their national TVET systems, share their best practices and innovations with developing countries.

h) Quality Assurance of the TVET System

It is out most important in managing TVET systems in developing countries that a robust system is established at the national level to set traditional criteria for management of quality assurance of the TVET system. Such system is generally known as TVET quality assurance management system CAMS.

The competency assurance system identifying the methods and procedures followed up to ensure that employees /apprentices/ trainees within enterprises and TVET institution have the awareness, skills, knowledge and attitudes to provide evidence and perform all the tasks including safety and environmental protection HSEP critical tasks effectively

to the required competency level (standard at work location through the training and development of the staff.

i) Engaging industry as significant players in TVET

In order to convince and engage employers and enterprises (industry) to be significant players in TVET in different in developing countries, we should ensure the following:-A TVET SYSTEM should keep pace with technological advancement and use technology appropriates in technical education and training. Systematic professional development of TVET trainers /instructors/ teachers, assessors and verifiers, Encouraging continuing TVET and lifelong learning, Delivering a TVET demand approach, Develop and manage a robust evidence based competency assurance management system cams with a view to set a traditional criteria for management of quality assurance of the TVET system (quality based TVET), Change the mindset of parents, the community and stakeholders about vocational education being second choice to academic education., Implement “vocational disciplines” through respective academic subject at universities (vocationalisation of higher education) and identify the areas where higher education and TVET could improve their collaboration with a view to facilitate seamless pathways for learners and allow learners to enter gainful employment or pursue HE opportunities

j) Establishment of monitoring and evaluation M and E systems in TVET projects

Monitoring and evaluation M and E systems are generally established within TVET reform project/ programs in order to: Provide a rational basis for planning and implementing quality management for TVET within different enterprises and vocational institutions. In general, “monitoring system” measures the progress of learning, education and training activities and programs and ensures that objectives are attained while “evaluation system” on the other hand is used to assess and determine the effectiveness

and relevance of the learning, education and training activities and programs in the light of the stated objectives.

Monitoring and evaluation M and E systems are the key to an effective measurement of the entire TVET reform project/ program and essential tools of ensuring quality improvement. With the appropriate indicators that would be used to track past performances and forecast future outcomes.

- k) Establishment of management information system MIS and knowledge management KM system.

A management information system (MIS) is generally established within TVET reform system /projects/ program in order to: Provide a process that facilitate an effective, efficient and timely internal information and data collection from different TVET institution and training providers and make it accessible to all levels with a view to manage TVET effectively. Support the management of most of the administrative functions such as finance: personnel, student admission, resource planning, payroll functions and library functions etc, Support the sharing of information from resources which are fully familiarized with the prime collectors of labor market details and statistics. Establish a platform for external partnership involvement with the information system related to the labor market on the other hand, a knowledge management KM system within a TVET reform system/project/ program is used as a process through which the TVET institutions generate value from their intellectual (intelligence) and knowledge based assets. Most often, generating value from such assets involves organizing and collecting, together in a systematic way, what the staffs of a particular TVET institution or particular customer (enterprise) knows and sharing that information

among different TVET institution and customers (enterprises)in an effort to collect best practices.

CHAPTER THREE

1. RESEARCH DESIGN AND METHODS

1.1 Research design

The purpose of this research is to analyze the implementation and challenges of units of competency based cooperative training in private and nongovernmental TVET institution. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (<http://learngen.org>). According to Gay (2000), descriptive survey is helpful to show situations as they currently exist. That means the study determines and describes the way things are. Thus descriptive survey design was used. This method is believed to be useful because it allows gathering data from a wide range of respondents and enables to describe the situation of co-operative training as it currently exists. (Best and Kahn, 1993)

1.2 Method

Both quantitative and qualitative research methods were used in this study. This is because the use of both methods can compensate the weakness of each other. (Creswell, 2009)

1.3 Sources of data

Both primary and secondary sources were used to obtain information about the subject under study. Primary data will be gathered through questioners and interviews from trainers and trainees, leaders, and supervisors, secondary source were gathered from relevant policy and strategy documents.

The data for the study were obtained from both primary and secondary sources to get adequate information about practice and challenge of unit of competence based cooperative training in private and nongovernmental TVET institution in Addis Ababa Bole sub City.

1.3.1 Primary sources

First hand information pertaining to the study was obtained from Trainees, Trainers, Deans, supervisor in enterprises using questionnaires and unstructured interviews.

1.3.2 Secondary source

Secondary data were used to compare it with the primary data and strengthen the data from primary sources. Hence, secondary data includes documents such as legal documents, websites, education and training policy, strategy documents, manuals and directives related with cooperative training. Moreover, various reports and other documents were surveyed to obtain pertinent data such as the number of trainees, trainers, enterprises selected to provide cooperative training and the like.

1.4 Sample size and Sampling Techniques

1.4.1 Sample size

There are 37 TVET institutions in Bole sub city administration. Of these, 33 are private and 3 are NGOs, and 1 is government. (Bole sub city administration TVET office institution list, 2017)As the study focuses on the private and NGO institution, from those only ten (10) were selected by using stratified sampling technique; due to their difference and time constraints and financial limitations. The following table summarizes the subsector training names of institution involved, and the number of respondents.

Table 3.1 Sample size

no	Name of sub sector training	Name of institution	Dean/vi ce dean		Trainer		Trainee		Supervi	Total
			Total no.	Sam pled	Total no.	Samp led No		Samp led No		
1	Beauty care and hairdressing	HIWANE,O.I.C .E, ELSA		3		3		30		36
2	Textile and Garments	SITAME		1		1		10		12
3	Hotel and hospitality	VENVENDO, ESCHA FER		2		2		20		24
4	Information and communication	KEY,PRIMA, O.I.C.E		2		3		30		35
5	Chemical manufacturing (graphics and printing)	IMAGE		1		1		10		12
6	Care giving	ESURURU		1		1		10		12
7	Enterprises								10	10
		Total		10		11		110	10	141

1.4.2 Sampling techniques

The study has employed both stratified, simple random and purposive sampling techniques. Stratified random sampling technique was employed for heterogeneous groups (TVET trainers and trainees), the department (occupation) was taken as strata. Efforts were made to make the sample proportional to each department and gender wise in each sample college. Deans, cooperative coordinators and supervisors in enterprises were selected through purposive and available sampling technique because of the information they have and their limited number.

1.5 Data collection instruments

The following instruments of data collection were used: two sets of questionnaires (one for trainers, and another for trainees); semi-structured interview for the institute leaders, trainers and supervisors; observation checklist, and document analysis also used in the study.

a) Questionnaire

The questionnaire consists of both closed-ended and open-ended items. The open ended questions are designed to collect the suggestions, comments and recommendations from the respondents in a written form. The questionnaires were first be prepared in English and then, it has be translated in to Amharic.

b) Semi-structured interview guide

Semi-structured interview guide is a data –collection instrument in which an interviewer (the researcher or someone working for the research) asks questions an interviewee. This process of asking questions can be either very flexible, where you as the interviewer have the freedom to think about and formulate questions as they come to the researcher mind around

the issue being investigated, or inflexible, where you have to keep strictly to the questions decided beforehand – including their wording, sequence and the manner in which they are asked. With this reason the researcher will use purposive Question through the interview for selected body.

c) Observation checklist

As long as it is important to more facts through observation at the different location, an observation checklist contain points regarding the staffing, equipment, facilities, service, and the training process in the enterprises or in the institution were prepared and employed. This was used to further strengthen the information which was collected by means of other data gathering instrument.

1.6 Methods of data analysis

The data analyses were organized for ease of work by checking completeness of the questionnaires, classifying and harmonize carefully, the assembled data be arranged and organized in tables, Both quantitative and qualitative techniques were used to analyze and interpret the obtained data and computing using percentages. Then the organized data were interpret. The statistical tools which were employ to analyze the data were frequency and percentage which help to identify the relative weight of the major institutional enterprise factor affecting the cooperative training implementation. Qualitative data analysis method was also employed as a supplementary data analysis technique for triangulation and justification purpose. As a result, the data collected through interview, open-ended question, and document review were narrated under quantitative data (items) related to it. Regarding the data obtained.

through observation, some of the items were analyzed quantitatively under the data collected through questionnaire, and some of them were narrated independently.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data pertaining to the background information of the sample population and their response to the items that are in the instruments.

4.1 Characteristics of the respondents

The target population consists from Bole sub City private and nongovernmental TVET institution trainers, trainees, vice leader and industry supervisors. Trainers, Trainees, supervisors were selected first by using stratified sampling to in order to consider the existing diverse departments. Then, proportionate sampling was employed to roughly ensure the representation of participants. Finally, One hundred ten (110) questionnaire copies and thirty (30) interviews were distributed to the trainees and trainers respectively. Ninety eight (98) (89.1%) twenty eight (28) (93.33%) of the questionnaires were completed, returned and used for the study.

Table 4.1 Sexes of the Respondents

NO	Items	Trainers		trainees		supervisors		Vice dean	
		No	%	No	%	No	%	No	%
1	Male	3	33.3%	37	37.76%	5	55.56%	5	50%
2	Female	6	66.67%	61	62.24%	4	44.44%	5	50%
	Total	9		98		9		10	

Table 4.2 Level, Year, Age and Filed of Training

No	Item	Male	Female	Total
1	Level of training			
	Short	88		
	1	5		
	2	5		
2	Age			
	25-30	25	41	
	31-35			
	36-40			
	Above 40			
3	Field of training			
	Beauty care and hairdressing	6	24	
	Textile and garment	4	6	
	Hotel and hospitality	7	13	
	Information and communication	10	8	
	Graphics and printing	10		
	Care giving		10	

Table 4.1 shows the level and filed of training with their age as listed in the table there were 3 level of training short term, level1, and level 2 under this it has selected 6 field of training .the respondents from those training filed 35 male and 61 were females. The ages of the trainee from the total 66 of them were 25-30 and the rest were under 25.

Table 4.2 shows the respondents were trainers and trainees. In the first item, among 9 trainers, 3(33.3%) were males and 6(66.67%) were females. Of the trainee respondents,

37(37.76%) and 61(62.24%) were males and females respectively. This shows that the presence in the training institutions of female trainers is high as compared to that of their male counterparts. 61 Whereas the number of female trainee population in the institutes is acceptable and encouraging compared to previous consecutive years enrolment. But the respondent's males are less than females due to the uneven distribution of males and females in different field of studies. That is some hard vocational streams like, auto mechanics, are selected by males others like; hotel management and garment department are more of females.

4.2 Implementation of unit of competence cooperative training

Table.4.3 Trainees' responses on implementation and their interest for cooperative training

No	Item	Trainees	
		No	Percent
1	Do you know about cooperative training?	90	91.84%
	a. Yes		
	b. Partially	8	8.16
	c. No	-	-
Total		98	100%
2	Do you know about unit of competence?	70	71.43%
	a. Yes		
	b. Partially	18	18.37%
	c. I don't know	10	10.20%
Total		98	100%
3	In your institution how do they implement cooperative training?		
	a. Based on unit of competence	25	25.51%
	b. At the end of all training	63	64.29%
	c. I don't know	10	10.20%
		98	100%

4	Why have you joined the cooperative training?		
	a. Trainers forced me	35	35.71%
	b. I know it provides me good skills	40	40.82%
	c. I like the approaches of supervisors		
	d. If any other reason, specify	23	23.47%
Total		98	100%
5	How are you recruited in to the enterprise?		
	A. Through my own communication with the enterprise	75	76.53
	B. With the help of teachers		
	C. With the help of cooperative training coordinator	23	23.47
	D. If other specify.....		
Total		98	100%
6	Are you interested in the cooperative training?		
	A. Yes	65	66.33%
	B. No	33	33.67%
Total		98	100%
7	To what extent is the cooperative training relevant to you?		
	A. Highly relevant	78	79.59%
	B. moderately relevant	20	20.41%
	C. Rarely relevant all		
Total		98	100%

Item 1, 2 is knowledge questions about cooperative training and trainees responded for the first question 90(91.84%) trainees they know about cooperative training and 8(8.16%) have some information. The second question is raised about the unit of competence and from 98 respondent's 70 (71.43%) were know, 18 (18.37%) have some information and 10 (10.20%)

are not know. Item 3 is about the implementation. In technical and vocational education cooperative training is recommended by the end of each unit of competence if it have a plan and need so when we see the response of the student about the implementations of cooperative training 25(25.51%) are responded based on unit of competence 63(64.29%)At the end of all training and10(10.20%) have no information this indicate that the current cooperative training is don traditionally like before 1994 TVET program (apprenticeship). Item 4 is about trainee's attitude about cooperative training. 35 (35.71%) trainees responded trainers forced me whereas 40 (40.82%) trainees responded, "I know it provides me good skills". And 23(23.47%) were specify their reason "To gate job opportunity through training" This indicates that most trainees had information about the importance of cooperative training. According to the response obtained for item 5 of the same table, 75 (76.53%) of the trainees responded, "By my own communicating with the enterprise". Twenty three (23.47%) of the trainees responded "I entered in to the enterprise with the help of cooperative training coordinator". From the above data we can say that most of the trainees had found by their own and others with the help of their teachers in order to recruit in to the industry. Finding of enterprise by trainees may be very tiring work and it may decreases the interest of trainees in cooperative training. From the above data we can also see that either there is no cooperative training coordinator or he/she did not do his/her task.

It is also possible to see the interest of trainees about cooperative training (item 6), sixty five (66.33%) of the trainees responded yes and thirty three (33.67%) of the trainees responded No. Even though above half of the trainees were interested, still there are trainees who were not interested in cooperative training program.

In response to the seventh item (importance of cooperative training) out of the total trainees, 78(79.59%) of them responded that cooperative training was highly relevant for them. Their being interested in cooperative training and their positive attitude about cooperative training can serve as a positive factor for better achievement. Twenty (20.41%) of trainees responded that cooperative training is moderately relevant for them. From the above data we can look that most trainees have interest for the cooperative training program. Generally seen, the fact that most of them had knowledge about and interest in the importance of cooperative training and being interested in cooperative training contributes to heightening the moral of trainees and eventually help them to succeed in their respective cooperative areas.

4.3 Availability and facilities and materials

Table 4.4 Concerning the availability level of facilities and materials for cooperative training

NO	Item	Trainees	
		No	Percent
1	Machines for training		
	a. Adequate	85	86.73%
	b. moderately adequate	11	11.22%
	c. not adequate	2	2.05%
	Total	98	100%
2	Availability of workshops		
	a. Adequate	90	91.84
	b. moderately adequate	8	8.16
	c. not adequate		
	Total	98	100%
3	Suitability of workshop for training	18	18.36 %
	a. safe		

	b. moderately safe	66	67.35 %
	c. not safe	14	14.29 %
	Total	98	100 %
4	Raw materials provide for practical training	10	10.20 %
	a. Adequate		
	b. moderately adequate	42	42.86 %
	c. not adequate	46	46.94 %
	Total	98	100 %

As indicated in item 1 of table 2 above, with regard to the availability of training machine in the cooperative training organization, (item 1), 19 (59.37%) of the trainees responded that it is moderately adequate. Seven (21.85%) of the trainees responded that it was not adequate. Only 6 (18.755) of the trainees responded that it was adequate. In addition, in an informal discussion with the researchers, trainees expressed that they are not practicing with full machinery in cooperative training organization. This is because organization doesn't believe trainees. In an interview supervisors said that "since trainees don't have the experience about the usage of different machines, we don't believe them to do by them". The availability of workshop as responded by the trainees 90 (91.84%) are adequate 8(8.16%) moderately adequate this show intersperses have good attitude on constructing better work shop.

With regard to the suitability of workshops for training, 66(67.35%) of the trainees responded that it was moderately safe. fourteen (14.29%) of the trainees responded that it was not safe. Only eighteen (18.75%) of the trainees responded that it is safe. Cooperative training would be successful when enterprises are equipped with human and physical

facilities. Without the fulfillment of conditions, it would be hard for the cooperative training program to be effective.

Starting with this idea, the researchers tried to assess the availability of the training and physical facilities in each of the selected enterprise through checklists. The result showed that most of the enterprise did not fulfill physical facilities. In most enterprise there is problem in washing facilities, rest areas for trainees, toilet facility, eating room, change room, occupational health service (OHS), first aid facilities, use of notices boards for trainees and the like. The researcher therefore believed that the service should better be checked than the availability of the physical facilities. Item 4 is about the supply of raw materials for training. From among 98 trainees respond, forty-two (42.86%) of them explained that the supply of raw materials is moderately adequate. forty-six (46.94%) of the respondents said that it is not adequate Only 10 (10.20%) of the trainees answered as it is adequate.

Concerning this issue, the researcher conducted interview session with one of the supervisors (sup-1) who responded as follows: “we don’t allocate special budget or material for cooperative training. But there are materials left after each task is accomplished and we use them for this purpose”. (March 20, 2018) It is true that training in any form requires resource for its implementation. Therefore as far as cooperative training is a deliberate activity, it requires all kinds of resource, time, material and finance. As the information gathered through interview, showed the acceptance of cooperative training on the part of participating enterprises is not encouraging. Absence and scarcity of enterprises in the areas and failure of the training institutions to establish strong relationship with the available enterprises are two of the main problems observed in this regard.

In order to keep current with the state of the art practice, there is a need for collaboration between TVET institution and enterprise to enable trainees gain skills and to enable trainers to retool in their own occupations. In this relationship tangible benefits accrue both educational institution and the informal /formal sector (UNESCO 1997:73-74).in this regard, it is important to mention that wanna (1998:61) has come up with the conclusion that through there are same efforts by such TVET institution as the Addis Ababa technical school, Entoto vocational /technical school and general winget school to create link with enterprise, the status of the other institution was not well documented.

UNESO (1997:12) explains that many institutions suffer from insufficient resource to purchase the complex and expensive equipment needed for their work shop and laboratories. Thus, a cloth liaison with employing institutions in the world of work needs to be established so that effective on the job programs for student may be worked out cooperatively between the education institution and employing enterprises.

4.4 Trainee’s views on the supervisor’s activities

Table 4.5 Trainee’s views on the level of support given by supervisors

No	Item	Scale									
		Very high		High		Medium		Low		Very low	
		No	%	No	%	No	%	No	%	No	%
1	Have enough skill of their subject	55	56.12%	20	20.41%	13	13.27%	9	9.18%		

2	Cover the contents prescribed in the course outline	10	10.20 %	39	39.80 %	43	43.88 %	6	6.12%		
3	Train based on the competency given					40	40.82 %	22	22.45 %	36	36.73 %
4	Assist their trainees willingly	57	58.16 %	31	31.63 %	8	8.16%	4	4.08%		
5	Evaluate trainees achievement continuously	24	24.49 %	37	37.76 %	19	19.38 %	13	13.27 %	5	5.10%

As it can be seen from table 4.5 above, out of a total of 98 trainees, only 13(13.27%) and 9(9.18%) of trainees responded that industry training supervisors have medium and low skill respectively. There were some indications for the presents of some weak professional qualities of supervisor that have implications for cooperative training. In response of to the second item (cover the content given to them), out of the total trainees, 43 (43.88%) of them responded that we cover the content partially and 6(6.12%) of them answered as they don't cover the contents. If enterprise doesn't cover the contents timely the goal of cooperative training may fail.

It is also possible to see whether the enterprise train trainees based on the competency given by the TVET institution or not. Forty (40.82%) of the trainees responded that training based

on the given competency was medium. Twenty two (22.45%) of respondents answered that competency based training in the enterprise was low and thirty six (36.73%) of them said that was very low. According to the response obtained from the trainers interview, the main challenges of cooperative training is that the enterprises don't provide competency based training. All interviewed trainers said that trainees don't get the necessary skill in the enterprises because the enterprises don't trust the trainees as they may do the task.

The trainers added that the enterprise had problems of commitment on the part of supervisors, lack of awareness on the program, wrong assignment of trainees at the enterprise, providing insufficient training to the trainees, incapable of mentoring trainees and the like. The response of trainer's interview also showed that enterprises are business oriented and they don't allow trainees to participate on the main production of the product. Instead of it, enterprises recruit trainees on the finishing work which is different in different departments. Trainers added that recruiting trainees on finishing works is the main factor that reduces the positive attitude of trainees to cooperative training. We researchers believe that this is the main issue that needs correction.

With regard to the evaluation of trainees achievement continuously in the enterprise, 5(5.10) of trainees responded that it is very low. Thirty (13.27%) of the trainees answered that it is low and 19 (19.38%) of the trainees responded it is medium. In the interview of the enterprises about continuous assessment, the interviewees said "we comment the trainees during the working process like using clothing of safety clothes, about safety and the like".

They said that "we don't apply continues assessment procedure". They don't also deny that as they don't even assess them objectively at the end and they use only two options- C (competent) or NC (Not competent).supervisors added that "the evaluation starts from ethics,

manner, and safety application and at the end we fill out the format sent from the institutions”.

In all the interview responses, supervisors used the evaluation format they received from the institution. There seemed to be some doubts as to the reliability of the result obtained by the application of the above mentioned format. There may have been two reasons for it. The first one was that the format required supervisors to evaluate with C or NC grade only. Secondly the supervisors were required to evaluate the trainees at the end of the program, rather than during the process. The supervisor’s argument seemed to be strong since no continuous evaluation system was introduced in the enterprises.

When the researcher asked the leader of the training enterprise about the recording and notification of the results of the trainees on time, he replied: “the institution sends us an evaluation on format. Based on this format, our enterprise indicates whet the trainee has successfully completed the practice. In other words, there is no other ways of assessment and recording here” (March 11, 2018)

As pointed out in the above interview excerpts, supervisors applied the evaluation format they received from the institution. They all used the format at the end of the cooperative training program. They sent the result to the institution through the trainees.

4.4 Availability of machines in the enterprise and its effectiveness

Table 4.6 trainee's views on the availability of machines in the enterprise and the effectiveness of cooperative training

No	Item	Trainers	
		No	Percent
1	The availability of machines in the cooperative training enterprises		
	a. adequate	38	38.77%
	b. moderately adequate	41	41.83%
	c. not adequate	21	21.42%
	Total	98	100%
2	Do you know clearly the objectives of complete training program		
	a. Very adequately know	73	74.49%
	b. Adequately know	24	24.49%
	c. Not adequately	1	1.02%
	Total	98	100%
3	In your option the cooperative training in your professions		
	a. Highly effective	22	22.45
	b. Moderately effective	65	64.28
	c. Not effective	13	13.26
	Total	98	100%

As can be observed from the answerers given to the first item of the table, asked about the availability of machines in the enterprise that provided cooperative training program, 21(21.42) and 41(41.83%) respectively expressed that machines in enterprise are not adequate at all and moderately adequate. Only 38(38.77%) replied that machines in the enterprises are adequate.

Regarding to the knowledge of the objective of cooperative training, (item two), 73(74.49%) of trainers expressed that they very adequately know the objective of cooperative training program. From the above data we can look that almost all the trainers know clearly the objectives. The trainer's knowledge of the objective cooperative training program is a step ward to strengthen the training process.

Item 3 asks about the effectiveness of cooperative training. Trainers were asked to evaluate the effectiveness of cooperative training in general. 65 (64.28) of the trainers replied moderately effective. Thirty (13.26) replied that cooperative training is not effective. Only 22 (22.45) responded that the effectiveness of cooperative training is high. This is an indication that cooperative training still has problem. The response from the interview of trainers lists the following challenges:-

Trainers said that “trainees don't have common attitude about the importance of cooperative training since there is no orientation before entering to the enterprise” not only the student but also the enterprise don't have full information about the necessity of cooperative training. Same enterprises think cooperative training has disadvantage for them and they think cooperative training is important for the government other than trainees and enterprise themselves. Trainers also added the challenges by saying “there is no professional cooperative training coordinator that facilitates the program.”

The above response from the interview are some reasons for the low effectiveness of cooperative training program and it indicates there is an assignment that should be done to assure the effectiveness of cooperative training program.

4.5 Trainer’s role in cooperative training

Table 4.7 Trainer’s responses on their roles in cooperative training

No	Item	Trainers Answers		
		yes	No	I don’t know
1	Do you have any role in cooperative training?		10	
2	Do trainees participate in cooperative training program?	7	2	1
3	In your opinion, are the majority of your trainees interested in cooperative training?	6	1	3
4	If there any written agreement concerning to the cooperative training between the TVET institution and the industry?		4	6
5	Is there any communication between you (TVET) institution trainers and trainers from industry?		10	
6	Are trainees evaluated in the industry?			10

Asked about the role in cooperative training, all (100%) of the trainers replied “no.” Through interview, trainers described briefly their roles as following:-

“The trainer is expected to do every activity related to institutional training”. They said that the agreements of trainer with the institutions were giving training with time limited per day. They also added that there is no cooperative training coordinator in the institution. Because of this the implementation of cooperative training in private and nongovernmental institution is neglected. Concerning this issue, the researcher conducted an interview session with the vice-leads of one of the training institution who responded as follows:

“We get enterprise that gives us cooperative training in the following ways:-in one may we get enterprise by giving assignments for the trainees in their near place for their home. Secondly by distributing request letters and by asking there wiling for cooperative program. Finally, even though we don’t have professional cooperative training coordinator, the institution leader or other worker act as coordinator and find enterprise.” (March 18, 2018)The leader added that after they found the enterprise, they first seek enterprises’ consent; most enterprises are not willing to sign agreement.

A creation of good partnership with enterprises is a better condition to implement cooperative training at enterprise. However, partnership cannot be achieved in one time relation. It requires long term relation and clear understanding on the object to be achieved. As a matter of fact, this task may not be accomplished by a single person or institution alone. It rather requires the collective efforts of all people in the TVET institution and enterprises. Besides, it may need both parties to put clear direction to follow. The TVET institution leaders are thus important public figures who can facilitate partnership with enterprise.

The second item is about participation of trainees in cooperative training. Above 50% trainers answered that all of their trainees have an obligation to be trained in the enterprise. This indicates the trainers try to apply 70% company training and 30% institutional training even through the implementation has its own problem.

When we come to the third item 6 of trainers answered “yes” and 1 replied “no”. 3 of trainer replied that he didn’t know the interested condition of the trainees. The above data tells us even though trainees know the objectives of cooperative training, because of bad treatment in the enterprise, they were not interested. The above data also indicates that some trainers don’t worry about the effectiveness of cooperative training. This in turn shows some trainers have knowledge gap about the importance of cooperative training.

Item 4 is about agreement between TVET institution and enterprise. 4 trainers replied no and 6 have no information.

According to item 4, the TVET institution and the enterprise have no written agreement about cooperative training. But from the vice dine interview as expressed the way of agreement through finding as follows:-“first we find enterprise by going in our legs or we send a letter through trainees and we ask enterprises’ permission for training. We notify them the number of trainees we have and ask them how many of them they can admit. They tell us their intake capacity and we make written agreement”. Letter by itself may not be enough to address needs. The situation may require institution to apply all means of communication to seek enterprise cooperation. One means of communication, applied year may not bring the desired result.

Regarding to the status of communication between the institution and the enterprise (item 5), ten (100%) of trainers replied “no” this indicates there is no good communication between

the institution and the enterprise. On the contrary, response from supervisor's interview shows that there is no communication between the institution and the enterprise.

Item 6 is about the evaluation of trainees in the enterprise, Ten (100%) of the trainees respond "no". This data indicates that the evaluation system in the enterprises was poor likewise; the trainers' responsibility in the cooperative program was not as needed. So without adequate evaluation system, it is impossible to say trainees can be competent. The evaluation system by itself has its own limitation. During the enterprise trainers expressed the implementation of the evaluation at the enterprise as follows:-

"We send evaluation format to the enterprises and the supervisor fill out the form and returns it through the trainees." Most trainers doubt about success of the assignment. They argued that the task required training and they cast doubt on how many of the supervisors gained training to do the task. It is true that the evaluation of trainees required training. Therefore, there may be existed training gap in filling out the training format properly. (March 28 2010)

The interview was applied both to the leader and the trainers how address the identified challenges. In response to this interview question, TVET institution interviewees' responded the strategies they applied in the following way. The leaders said that "we shall do on three persons on the leadership, enterprise and leaders and trainees. We shall do on awareness creation on those three persons that enable them to have positive attitude on cooperative training doing on awareness creation program may enable to gain clear picture of the program and may lead to an action. However, one time effort may not be enough". Like the other interviewees, the supervisors had identified the challenges of the cooperative training. The following quotations were some of the challenges mentioned by them:-

“Our greatest challenges are: - trainees don’t have good behavior. Some trainees don’t come on time and go before ending the working time. Trainees don’t work devotedly and they select works. They don’t work finishing works. This is our main challenge; we have also time and trainees’ number challenges. Since we use the time for production, training of trainees waste over time.”

In response to the question presented, interviewees mentioned the challenges they faced during the implementation of the cooperative training. The challenges differed from enterprise to enterprise. Obviously, all of them were not expected to have one and the same challenge. In line with this, the trainees conduct was mentioned as the common challenge observed in all enterprises. This was, in fact, a problem pointed out by both, the leader and the trainers too.

Most interviewee specified trainees’ manner as lack of interest to come on time and to shoulder responsibilities. Among the challenges observed trainees lack of interest seemed to be common and decisive. If one lacks interest (conley and karabenick, 2006) in the activity he is engaged in, he may not come up with the desired results. The same is true for the cooperative training. If a trainee lacks interest in it, he/she may not be in a position to observe, perform or do other related activities in the enterprises. Eventually, the trainees would not acquire the desired skill of the occupation. Hence lack of interest can be taken as a major factor not to do so.

The other challenge mentioned by the supervisors was lack of follow up of the institution. They said that once the trainers send students with a letter, on one come to us and ask about the condition of the training. If we want to discuss about the training, the manner of the

trainees and other related matters, we can't get neither trainer nor cooperative training coordinator.

This response of the supervisor is contradicted with the response of vice dean said that “we follow trainees devotedly”. The consequence of infrequent follow up of trainees at the enterprise can be reflected in the production of trainees without the necessary occupational skills.

Supervisors suggested possible solutions for the challenges: one supervisor said that it is better to prepare examination formats by ourselves. Others also added in addition to trainers, the institution should assign responsible body who follows the implementation of cooperative training. All supervisors believe on discussion and they said that there is a must to have frequent discussion on the TVET institution with the enterprise.

Obviously, discussion programs on some of the challenges may bring solution. However, it should not be observed as a fashion done as a time. The implementing bodies should frequently come together and discuss issues on the implementation of cooperative training.

The other thing is that who is responsible for this (TVET) office are not making the necessary follow-ups during the implementation phase of cooperative training in private and NGO institution as gives to the public training institution this is because most of the time they have direct communication to get information and they assign responsible person as a coordinator when we come to the private and NGO institution they did not give much attention because of lack of responsibility and accountability.

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATION

This is the fifth and the last chapter. It deals with summary, conclusion and recommendation.

5.1 Summary of the Finding

The main purpose of this study was to analyze the major factors affecting the implementation of cooperative training program in Bole Sub city private and non-governmental intuition in Addis Ababa.

The study tried to answer the following questions.

1. To what extent have private and nongovernmental TVET institutions in Bole sub city of Addis Ababa implemented unit of competence based cooperative training?
2. What are the challenges that the institutions have faced in the implementation of unit of competence based cooperative training?
3. What should be done to improve the implementation of unit of competence based cooperative training in private and non-governmental TVET institution?

A descriptive survey design was used, the data gathering instrument were questionnaires, interview, document analyses and observation check list. The data were gathered from the records of Bole Sub city privet and non-governmental TVET institutions, leaders, trainers, trainees, and enterprise supervisors.110 questionnaires were distributed to trainees and trainers respectively. 98 out of 100 and 10 out of 10 were properly filled, in returned and used. Finally, the data were analyzed using frequency and percentage. The following are the major findings.

1. The trainees knowledge about unit of competence based cooperative training is 71.43% but the implementation is not as expected 25.51 % most of the institution are send the trainees to the enterprise at the end of their institutional training (It is not based on unit of competence).
2. The finding of the study revealed that 76.53 % of the trainees were assigned in the enterprise by trainees own communicating with the enterprises which is very tiring activities for trainees. Most of the trainees were recruited to the enterprises by their activities during training.
3. The data depicts that 66.33% of the trainees were interested in cooperative training program. Almost 79.59% of the trainees believed that cooperative training is highly relevant for them to gate job opportunity.33.67% of trainers responded that their trainees are not interested in cooperative training.
4. The availability of training machines in the cooperative training organization was moderately adequate. Still there were problems in this respect as half of the trainers and one fifth of the trainee's response for this item were adequate and not adequate. The supply of raw material for training was in most cases moderately adequate or not adequate.
5. The finding also showed that most of the enterprise did not fulfill physical facilities and service. There is problem in washing facilities, rest areas for trainees, toilet facilities, eating room, change room, first aid facilities, use of notice bored for trainees and the like.
6. According to the data, almost 91.84% of the trainers very adequately know the objectives of cooperative training program. The trainers also witnessed that cooperative training in their field of study was moderately effective.

7. The result also showed that there were problems of commitment on the part of supervisors, lack of awareness on the program, wrong assignment of trainees at the enterprises, lack of providing feedbacks to the trainees and to the institution, providing feedbacks to the trainees and to the institution, providing insufficient training to the trainees, hesitation to admit trainees for cooperative training program, problems of balancing training manufacturing time and absence of well designed cooperative training program.
8. From the data, it was shown that the communication between the institution and the enterprise was very low, there was not face to face meeting of the supervisors with the leader of the institution concerning about cooperative training. The relationship of the trainers and supervisors was also poor. Lack of trainee's interest in cooperative training and presence of trainees misbehaviors were also other findings which were showed from the data.
9. There was no professional cooperative training coordinator who follows the implementation of cooperative training programs as the major work.

5.2 conclusions

Based on the findings the following conclusions have been drawn

- ✚ Many trainees have the duty to find enterprises in which they can take cooperative training. Finding enterprise which is volunteers to give cooperative training is very difficult in trainee's status. This could be one factor that reduces the interest of trainees towards cooperative training and in general lowers the cooperative training program implementation.
- ✚ Most of the trainees (79.59%) have positive attitude to cooperative training but since there are many problems which challenge trainees in the enterprise, trainees are not fully interested in cooperative training program. They expect of trainees in the enterprise and the approach of the supervisor didn't meet each other which in turn affect the implementation of cooperative training.
- ✚ At the enterprises providing cooperative training, facilities, machine and materials are not adequate. Hence trainees are not grasping the necessary knowledge and skill as per their expectations. Trainees have been trained with substandard machines, materials, facilities, and services in the end may not be active participants in improving their economic status and building the nation.
- ✚ The relationship of the institution and the enterprises is very low. Communication is a basic tool to have a good relationship between two agents nowadays without good communication, nothing can be done.
- ✚ There were problems with respect to the implementation of cooperative training program by the enterprise. Enterprises are hosting institution for cooperative training program. This would be successful when enterprises are equipped with human and

physical facilities. It can be concluded that without the fulfillment of these conditions, it would be hard for cooperative training program to be effective.

- ✚ Almost all the trainers and most of trainees know the objectives of cooperative training. This is a good opportunity for the implementation of cooperative training.

- ✚ Some trainees had lack of interests in cooperative program. Being interested is a prerequisite issue for one activity to be done. If one lacks interest in the activity he/she is engaged in, he/she may not come up with the desired result. Hence the implementation of cooperative training program in both private and non-governmental TVET institution in Bole Sub city of Addis Ababa has both problems of coverage and quality.

5.3 Recommendations

Based on the finding and conclusion mentioned so far, the followings are recommended:-

1. To implement unit of competency based cooperative training properly the institution and the enterprise have to work together basically in planning this is because the institution training time and the enterprise have to match to address the exact unit of competence.
2. Many trainees were assigned to the enterprise through the trainees own finding of the enterprise. This is boring activity for trainees. So it is better if the institution recruits the trainees in better enterprise.
3. Both the trainers and the trainees have good knowledge about the objectives of cooperative training. However, this knowledge has to not only be sustained but also updated from time to time depending on the challenges on the ground. Hence, even though trainees will be aware about cooperative training by their own trainers, it is advisable for the institution to undertake overall orientation about the relevance and implementation of cooperative training for all trainees and trainers before starting the training and make continuous awareness creation activity to enhance the knowledge, interest, and commitment of the trainers and trainees.
4. Awareness creation program on TVET strategy in general and the implementations of unit of competence based cooperative training in particular should be arranged by the TVET biro and the institution to enterprise. It is better to work in close collaboration with the various enterprises by preparing and signing memorandum of understanding early in the training period. Still they are advised to involve enterprises of varied size in discussions and activities related to cooperative training

program. In addition, it is recommended that the institutions shall call meeting, give acknowledgment certification, invite in graduation ceremony, and show concern about the success of the enterprise, as much as possible by helping them in solving the technical problems they face.

5. The researcher also recommended to Addis Ababa TVET agency to train and certify supervisors about the evaluation of trainees at their institution.
6. It is important to regularly follow up the performance of cooperative training at the enterprise. Therefore, it is recommended that the TVET institution has to work hard in conducting continuous and through supervision to provides timely responses to the respective enterprise and monitors the progress. For the purpose of this activity, the institution is also recommended to assign professional cooperative training coordinator.
7. It is known that cooperative training is a corner stone of TVET program. Since 70%of the TVET training is undertaken at the enterprise, the trainees have to be certified in cooperative training. Therefore, it is recommended to the Addis Ababa TVET biro to make certification at enterprise is the precondition to sit in the national center of competency (COC) exam.
8. It is better for the private and nongovernmental institution to plan about the implementation of cooperative training and communicate this plan with the enterprises.
9. It is also recommended to the institution to train professionals who work in the enterprise and to make them trainers at the enterprise.

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Appendix-A

Interview question for TVET institute vice leader

The purpose of this interview is to gather information for the study challenges and opportunities of cooperative training in private TVET institution.

General information

Job position.....

Service year for the current position

Qualification.....

Sex.....

1. How is the TVET training program going on your institution?
2. How are you implementing cooperative training program
3. What challenge do you have in training trainees in the practical fields?
4. How do you solve these challenges?
5. Is any professional cooperative training coordinator in your institution?
6. Can you explain how you monitor and evaluate the implementation of cooperative training?
7. What do you suggest to solve the implementation problem of cooperative training program?

Appendix-B

Interview question for TVET trainers

The purpose of this interview is to gather information for the study Challenges and opportunities of cooperative training in private TVET institution.

General information

Title of interview

Job position.....

Service year for the current position

Qualification.....

Sex.....

1. How do you describe the implementation status of cooperative training process in your institution?
2. How do you recruit and assign trainees at the enterprise?
3. How do you follow the implementation of cooperative training at the enterprise?
4. How do you select enterprise for cooperative training?
5. Do you have any agreement with the enterprise before starting training?
6. How do you start implementing cooperative training after you have selected the enterprise?
7. Who evaluates trainee's performance during the cooperative training at the enterprise?
8. What are the challenges of the cooperative training process in your institution?
9. How do you describe the attitude of trainees about cooperative training?
10. What solution do you propose to solve the problem? Mention it

Appendix-C

Interview question for Enterprise supervisors

General information

Name of the enterprise

Level of training.....

Length of coordinating training

Coordinative training program per week

The main activities of the enterprise.....

Position of the interview in the enterprise.....

1. How do you recruit, and select trainees in your enterprise for cooperative training program?
2. Is there a procedure you follow before the cooperative training begins? can you explain the detail of it?
3. Do you have special class for training? Explain.
4. How do you limit the number of trainees you admit? Why
5. How do you start to implement cooperative training in your enterprise?
6. Do you evaluate the performance of trainees? How
7. How do you record and notify the achievement of the trainee with the institute?
8. How do you communicate the achievement of the trainees with the institution?
9. How do you set an implementation program for cooperative training?
10. How do you address training material problems?
11. Did you set the objective for cooperative training? Can you state these objectives?
12. What is the number of trainees in your enterprise?
13. What are the challenges you have faced when implementing cooperative training?
14. How frequently do you cooperate with TVET institution to decrease challenges of cooperative training?
15. How important is the cooperative training for your enterprise
16. What do you think is the best way to cooperate with stakeholders on implementing cooperative training?
17. What action should stakeholders take in order to improve the implementation of cooperative training?

Appendix-D

Questionnaire to be filled by the trainer of the institution

The purpose of this questionnaire is to collect relevant data for the study on challenges and opportunities of cooperative training the institution. Your cooperation is relevant and accurate information is highly important for the success of the study. Please respond to each item as accurately as possible.

Instruction

- ♥ No need of writing your name
- ♥ For alternative answers, answer by circling the letter of your choice
- ♥ For the open ended question, try to give precise answer.

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 Age a. 25-30 years c. 36-40 years
b. 31-35 years d. 41 years and above
 - 2.3. Department
1. Do trainees participate in cooperative training program?
A. Yes B. NO
2. If your answer to question 1 is yes, does your institution assign a supervisor for the program?
3. If your answer for question one is no, why?
.....
.....
4. The availability of machine in the cooperative training organization:-
a. Adequate b. moderately adequate c. not adequate
5. In your opinion the cooperative training in your area of training:-
A. Highly effective B. moderately effective C. not effective

6. Do you clearly know the objective of the cooperative training program?
 A. Very adequately B. adequate C. not adequate
7. Do you have any role in cooperative training?
 A. Yes B. NO
8. If answer for question NO 7 is “yes” specify your role in cooperative training

9. If the answer for question NO 7 is “no”, why?

10. In your institution, trainee’s cooperative training program to various organizations is conducted?
 a. According to the interest of trainees
 b. By the institution cooperative training coordinator facilitation
 c. By the management of the TVET institution facilitation
 d. By the trainers facilitation
11. In your opinion, are the majority of your trainees interested in cooperative training?
 A. Yes B. no C. I don’t know
12. If your answer to question no 12 is no why?

13. From more experience, as a trainer, how do you rate trainee’s achievement in cooperative training area?
 A. High B. moderate C. low
14. If your answer for question no 13 is low, why?

15. The conduciveness of the work shop in cooperative training is:
 A. Very good B. good C. bad
16. Do you have supervision activities on cooperative training?
 A. Yes B. no

17. If the answer for question no 16 is yes, in what frequency do you supervise?
A. Every week B. every two week C. every three week D. once a month
E. if another frequency specify.....

18. How are enterprises selected?
a. By their last cooperative training experience
b. By the potential of enterprise
c. No measurement
d. If any other method, specify.....

19. If there any written agreement concerning to the cooperative training between the TVET institution and the industry?
A. Yes B. no

20. If the answer for question NO 19 is “no”, why?
.....

21. Is there any communication between you (TVET) institution trainers and trainers from industry?
a. Yes b. no

22. If the answer for question no 21 is no why?
.....
.....

23. Are trainees evaluated in the industry?
a. Yes b. no

24. If the answer for question no 21 is no why?
➤ No specify.....
.....

➤ Yes why?
.....
.....

Appendix-E

Questionnaire to be filled by the trainees

The purpose of questionnaire is to collect relevant data for the study on challenges and opportunities of cooperative training in the institution. Your cooperation is relevant and accurate information is important for the success of the study. Please respond to each item as accurately as possible.

Instruction

- No need of writing your name
- For alternative answers, answers by circling the letter of your choice
- For the open ended question, try to give précis answer.

Thank you for your cooperation.

Part one

1. Name of the TVET institution
2. Personal data
 - 2.1 sex a. Male b. female
 - 2.2 Age a. 25-30 years c. 36-40 years
B.31-35 years d. 41 years and above
 - 2.3 field of training.....
 - 2.4 level of the training program A. short B. level one C. level two

Part two: - Issues related to cooperative training program

1. Do you know about cooperative training?
 - a. Yes
 - b. Partially
 - c. No
2. In your institution how they implement cooperative training?
 - a. Based on unit of competence
 - b. At the end of all training
 - c. I don't know

3. Do you know about unite of competence?
 - a. Yes
 - b. Partially
 - c. I don't know
4. In your institution how do they implement cooperative training?
 - a. Based on unit of competence
 - b. At the end of all training
 - c. I don't know
5. Why did you choose to train in cooperative training?
 - A. Teachers force
 - B. Personal willing to get good skill
 - C. Good approaches of the industry
 - D. Other reasons specify.....
6. How are you recruited in to the enterprise?
 - E. By my own communicating with the enterprise
 - F. With the help of teachers
 - G. With the help of cooperative training coordinator
 - H. If other
specify.....
7. Are you interested in the cooperative training?
 - C. Yes B. No
8. If the answer is "no" for question no 3 is, please write your reason
.....
.....
.....
9. Is there cooperative training coordinator in your institution?
 - A Yes B No C. don't know
10. If your answer for question no 5 is no, who work as cooperative training coordinator in your institution?
 - A trainer B training professional C nobody
11. If your answer for question no 6 is nobody, what is the impact on your training?

Specify your answer.

.....
.....
.....
.....

12. If your answer to question no 7 is yes, in which of the following activities do he/she assist you?

- A. Providing necessary information about the importance of cooperative training
- B. Providing necessary information about the way of training in the enterprise
- C. Assigning as in the appropriate enterprise
- D. Following up during the staying in the enterprise

13. Dose the enterprise provide healthy service to trainee?

- A. Yes
- B. No

14. Does the enterprise fulfill personal hygiene materials for trainees?

- A. Yes
- B. No

Part Three close end questions

15. In your cooperative training, how do you evaluate the following activities of industry trainers?

No	Item	Very high	high	medium	Low	Very low
1	Provide training					
2	Have enough skill of their subject					
3	Cover the contents prescribed in the course outline					
4	Train based on the competency given					
5	Have educate experience in the training					
6	Assist their trainees willingly					
7	Evaluate trainees achievement continuously					
8	Provide feedback on time					

16. The following materials (facilities) or services are assumed to be important for the cooperative training program. Indicate the degree to which the materials (facilities) available. Please write by putting “x” in the column of your choice for 3=adequate, 2=moderately adequate, 1=not adequate

No		Rating scale		
		1	2	3
1	Machines for training			
2	Availability of workshops			
3	Suitability of workshop for training			
4	Raw materials provide for practical training			

17. In your opinion interpersonal relationship of industry trainers in your cooperative training enterprises is :-

- A. High B. moderate C. low

18. In your area of training, trainees-trainer relationship is:-

- A. High B. moderate C. low

19. To what extent is the cooperative training relevant to you?

- D. High relevant B. moderate relevant C. rarely relevant all

20. Is the cooperative training site safe?

- A. Yes B. No

21. If your answer to question number 16 is “no”, mention its impact on your achievement

A.

B.

Part four Open-end questions

1. What do you think the reason for organizing cooperative training in the enterprise

.....
.....
.....

2. Do you go to the enterprise for cooperative training by chance or choice? Explain it

.....
.....
.....

3. Are there things you like or dislike in the enterprise? What are they?

.....
.....

4. What particular tasks in encourages or discourages you to perform at the enterprise?

.....
.....
.....

5. What particular tasks are you performing particularly in the enterprise?

.....

.....
.....
6. Is the enterprise equipped in accordance with the occupation standard? Explain.

.....
.....
.....
7. What knowledge set has the training in the enterprise provided you as compared to your institution? Can you describe the kind of knowledge you gained? Did the training in the enterprise provide you new skill as compared to your institution? Can you describe the kind of knowledge gained?

.....
.....
8. What negative attitudes related with your field of study is reduced by the enterprise? Has the training something to change you as compared to your TVET institution? Can you say the change?

.....
.....
9. What new attitudes do you expect from the enterprise to equip for the future?

.....
.....
10. What weaknesses of the enterprise should be improved in the future for a better implementation of cooperative training?

Appendix-F

Observation check list for the enterprise

General information

Name of the enterprise

Enterprise type **private**..... **public**.....

No	Facilities/ service	Availability				
		5	4	3	2	1
1	Accommodation for meeting to discuss relevant cooperative training matters					
2	The enterprise use of notice boards for trainees					
3	The enterprise established first aid facilities and service					
4	Occupational health service (OHS)in the work place is provided to the trainees					
5	Trainees involve in the practical training					
6	There is an adequate supply of clean drinking water in the enterers					
7	There is a washing facility in the enterprise					
8	There is toilet facility in the enterprise					
9	There are rest areas in the enterprise					
10	There are facilities for eating in the enterprise					
11	There are personal facilities of change rooms in the enterprise					
12	Training on risk reduction through personal protective equipment is provided the trainees					
13	Supervisors use attendance format all the time					

NOT

5=excessively available

4=sufficiently available

3= moderately available

2=available

1=unavailable

ለአሰልጣኞች የተዘጋጀ የአማራጭ ትርጉም መጠይቅ

የዚህ የዕቅድ መጠይቅ ዋና አላማ የትብብር ስልጠና መስናክሎች ትግበራና መልካም አጋጣሚዎች በቦሌ ክፍለ ከተማ በተመረጡ የግልና መግስታዊ ያልሆኑ ተቋማት ምድን ናቸው ለሚለው ጥናት ትክክለኛ መረጃ መሰብሰብ ነው። ጠቃሚና ትክክለኛ መረጃ በመስጠት የእርሶ ተሳትፎ ለጥናቱ ውጤት ከፍተኛ አስተዋፅኦ አለው። እርሶ የሰጡት መረጃ ማንም ስለማያየውና ስሞትን ስለማይጠቅሱ ስጋት ሳይኖሩበዎት ነፃ ሆነው ትክክለኛውን መረጃ ያስቀምጥሉን ዘንድ በትህትና እየጠየቅን ላደረጉልን ከፍተኛ ተሳትፎ ልባዊ ምስጋናችንን እናቀርባለን።

ማሳሰቢያ

- ስምዎን መጻፍ አያስፈልግም
- ለምርጫ ጥያቄዎች መልሶን ከተሰጡት አማራጮች ውስጥ የፈለጉትን ያክብቡ
- ምርጫ ለሌላቸው (ዝግ ጥያቄዎች) በተቻለ መጠን ትክክለኛ መልስ ለመስጠት ይሞክሩ

ክፍል አንድ

1. የተቋሙ ስም.....

2. የግል መረጃ

2.1 ያታ ሀ/ወንድ ለ/ሴት

2.2 የእድሜ ክልል ሀ/25-30 ዓመት/ለ/31-35 ዓመት/ሐ/36-40 ዓመት/መ/41

ዓመትና ከዛ በላይ

3. የሙያመስክ.....

ክፍል ሁለት

የምርጫ ጥያቄዎች

1. ሰልጣኞች በትብብር ስልጠና ይሳተፋሉ?

ሀ/አዎ ለ/ አይሳተፉም

2. የተራቁጥር 1 ጥያቄ መልሶ“ሀ”ከሆነ ተቋሙ ለትብብር ስልጠናው አስተባባሪ

መድብዎል

ሀ/አዎ ለ/ አልመደበም

3. የጥያቄ ተራ ቁጥር 1 መልሶ“ለ”ከሆነ ለምን እንደሆነ ምክንያቱን ይግለጹ?

.....
.....
.....

4. የትብብር ስልጠና የሚሰጥባቸው ድርጅቶች ማሽን አቅርቦት?

ሀ/በቂነው ለ/ መጠናኛነው ሐ/አይበቃም

5. በእርሶ እይታ (በእርሶዎሙያ) የትብብር ስልጠና ?

ሀ/በጣም-ውጤታማነው ለ/መጠናኛ-ውጤታማነው ሐ/ ውጤታማ አይደለም

6. የትብብር ስልጠና ዐላማን ያውቃሉ?

ሀ/በጣም አውቃለው ለ/በመጠኑ አውቃለሁ ሐ/አላውቅም

7. በትብብር ስልጠና ላይ ድርሻ አልዎት?

ሀ/አዎ ለ/የለኝም

8. የጥያቄ ቁጥር 7 መልስዎን“ሀ”ከሆነ ድርሻዎትን ይጥቀሱልን

.....
.....
.....

9. የጥያቄ ቁጥር 7 መልስዎ“ለ”ከሆነ ምክንያዎን ይግለጹልን

.....
.....
.....

10. ሰልጣኞች የትብብር ስልጠና ወደ ተለያዩ ኢንተርፕራይዞች የሚመደቡት እንዴት ነው?

ሀ/ በሰልጣኞች ፍልጎት ለ/ በተቋሙ የትብብር ስልጠና አስተባባሪ አሰራር መሰረት
ሐ/ በተቋሙ መሪ መ/ በአሰልጣኞች አማካኝነት

11. ሰልጣኞች በትብብር ስልጠና እርካታ አላቸው?

ሀ/ አዎ ለ/ የላቸውም ሐ/ አላውቅም

12. የጥያቄ ተራ ቁጥር 11 መልሱ“ለ” ከሆነ ምክንያቱዎን ይጥቀሱ

.....
.....
.....

13. ከልምዶ አንጻር የትብብር ስልጠናን ውጤታማነት እንዴት ያዩታል?

ሀ/ በጣም ውጤታማ ነው ለ/ መካከለኛ ውጤታማ ነው ሐ/ ዝቅተኛ ውጤታማ ነው
መ/ ውጤታማ አይለም

14. የጥያቄ ተራ ቁጥር 13 መልሱ“ሐ” ወይም “መ” ከሆነ ምክንያቱ ምንድን ነው

.....
.....
.....

15. የኢንተርኔት ገጽ ስራ ስለሚደረግ ምን ዓይነት ሲታይ

ሀ/ በጣም ጥሩ ለ/ ጥሩ ሐ/ አስቸጋሪ መ/ በጣም
አስቸጋሪ

16. በትብብር ስልጠና ወቅት ለቁጥጥር ወደኢንተርኔት ገጽ ትህዳሪ/ሽ?

ሀ/ እህዳሪው ለ/ አልህዳሪም

17. የጥያቄ ተራ ቁጥር 16 መልሶ እህዳሪው ከሆነ ምን ያህል ጊዜ ቁጥጥር ያደርጋል?

ሀ/ በየሳምንቱ አንድ ጊዜ ለ/ በሁለት ሳምንት አንድ ጊዜ
ሐ/ በሶስት ሳምንት አንድ ጊዜ ሠ/ ሌላ ካለ ይጥቀሱ.....

18. ኢንተርኔት ገጽ የሚመረጡት በምን መለኪያ ነው?

ሀ/ ከባለፈው የትብብር ስልጠና ልምዳቸው በመነሳት ለ/ በኢንተርኔት ገጽ አቅም
ሐ/ ምንም መለኪያ የለም መ/ ሌላ ካለ ይጥቀሱ.....

19. ትብብር ስልጠና በተመለከተ በተቋሙና በኢንተርኔት ገጽ መካከል የተደረገ

ስምምነት አለ? ሀ/ አለ ለ/ የለም

20. የጥያቄ ተራ ቁጥር 19 መልስዎ “የለም” ከሆነ ለምን?

.....
.....
.....

21. በተቋሙ አሰልጣኞችና በኢንተርኔት ገጽ አሰልጣኞች መካከል መግባባት አለ?

ሀ/ አለ ለ/ የለም

22. የጥያቄ ተራ ቁጥር 21 መልስዎ “የለም” ከሆነ ለምን እንደሆነ ይጥቀሱልን

.....
.....
.....

23. ሰልጣኞች በሰለጠኑበት ኢንተርፕራይዝ ይመዘናሉ?

ሀ/ ይመዘናሉ ለ/ አይመዘኑም

24. የጥያቄ ተራቁ ጥር 23 መልሶዎ “ለ” ከሆነ ምክንያቱን ይጥቀሱ?

.....
.....

መልሱ “ሀ” ከሆነ የምዘናውን ሁኔታ

ይግለጹልን.....
.....

ለሰልጣኞች የተዘጋጀ የአማርኛ ትርጉም መጠይቅ

የዚህ የዕቅድ መጠይቅ ዋና አላማ የትብብር ስልጠና መሰናክሎች ትግበራና መልካም አጋጣሚዎች በቦሌ ክፍለ ከታማ በተመረጡ የግልና መግስታዊ ያልሆኑ ተቋማት ምድንናቸው ለሚለው ጥናት ትክክለኛ መረጃ መሰብሰብ ነው። ጠቃሚና ትክክለኛ መረጃ በመስጠት የእርሶ ተሳትፎ ለጥናቱ ውጤት ከፍተኛ አስተዋፅኦ አለው። እርሶ የሰጡ ማንም ስለማያየውና ስሞትን ስለማይጠቅሱ ስጋት ሳይኖሩበት ነፃ ሆነው ትክክለኛውን መረጃ ያስቀምጥሉን ዘንድ በትህትና እየጠየቅን ላደረጉልን ከፍተኛ ተሳትፎ ልባዊ ምስጋናችንን እናቀርባለን።

ማሳሰቢያ

- ስምዎን መጻፍ አያስፈልግም
- ለምርጫ ጥያቄዎች መልሶን ከተሰጡት አማራጮች ውስጥ የፈለጉትን ያክብቡ
- ምርጫ ለሌላቸው (ዝግ ጥያቄዎች) በተቻለ መጠን ትክክለኛ መልስ ለመስጠት ይሞክሩ

ክፍል አንድ

1. የተቋሙ ስም.....

2. የግል መረጃ

2.1 ያታ ሀ/ወንድ ለ/ሴት

2.2 የእድሜ ክልል ሀ/25-30 ዓመት ለ/31-35 ዓመት ሐ/36-40 ዓመት
መ/41 ዓመትና ከዛበላይ

3. የሙያ መስክ.....

ከፍልሁለት

የምርጫ ጥያቄዎች

1. በትብብር ስልጠና ለመሰልጠን ለምንፈለክ?

ሀ/ አሰልጣኞች ስላስገደዱኝ ለ/ ጥሩ ክህሎት ስለሚያስገኝ ስለማውቅ
ሐ/የኢንተርፕራይዞች መልካም አቀራረብ ስለሰጠኝ መ/ሌላ ምክንያት ካለ
ይጥቀሱ.....

2. በምትሰለጥንበት ኢንተርፕራይዝ እንዴት ነው የተመደብከው?

ሀ. በራሴ ፍላጎት ለ/አሰልጣኞች መድበውኝ ሐ/የትብብር ስልጠና አስተባባሪ መድቦኝ
ለ/ሌላ ካለ ይጥቀሱ

3. በትብብር ስልጠና ደስተኛ ነህ?

ሀ/አዎ ለ/አይደለሁም

4. የጥያቄ ተራ ቁጥር 3 መልሶዎ “አይደልም” ከሆነ ምክንያቱን ይጥቀሱ?

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5. በተቋሙ የትብብር ስልጠና አስተባባሪ አለ?

ሀ/አዎ ለ/የለም ሐ/አላውቅም

6. የጥያቄ ተራ ቁጥር 5 መልስዎ “ለ” ከሆነ እንደትብብር ስልጠና አስተባባሪ የሚሰራ
ማነው?

ሀ/አሰልጣኞች ለ/የስልጠና ዘርፍ ባለሙያ ሐ/ የተቋሙ መሪ መ/ ማንም የለም

7. የጥያቄ ተራ ቁጥር 5 መልስዎ “መ” ከሆነ በስልጠና ላይ የሚያመጣው ተጽእኖ ምንድን
ነው?

..... የጥያቄ ተራ ቁጥር 5 መልሰዎ “ሀ” ከሆነ የትብብር ስልጠና አስተባባሪው በምን ተግባራት ነው የሚያግዝህ (ሸ)?

ሀ/ስለትብብር ስልጠና ጥቅምና አስፈላጊነት በቂ መረጃዎችን በመስጠት

ለ/በኢንተርፕራይዞች ውስጥ እንዴት መሰልጠን እዳለብኝ በቂ መረጃ በማቅረብ

ሐ/በተፈለገው ኢንተርፕራይዝ ሰልጣኞችን በመመደብ

መ/ በትብብር ስልጠና ወቅት አስፈላጊ ክትትሎችን በማድረግ

8. ኢንተርፕራይዞች የጤና አገልግሎት ይሰጣል?

ሀ/አዎ ለ/ አይሰጥም

9. ኢንተርፕራይዞች በስራ ላይ የደህንነት መጠበቂያ መሳሪያዎችን ያቀርባል?

ሀ/አዎ ለ/አያቀርብም

ክፍል ሦስት

ማብራሪያ የሚሰጥባቸው ጥያቄዎች (ዝግ ጥያቄዎች)

10. የኢንተርፕራይዞች አሰልጣኞችን እንዴት ትመዝናቸዋለህ (ሸ)

ተ. ቁ		በጣም ከፍተ ኛ	ከፍተ ኛ	መካከለ ኛ	ዝቅተ ኛ	በጣም ዝቅተ ኛ
1	የስልጠና አሰጣጥ ዘዴዎች					
2	በሚያሰለጥኑበት ሙያ ያላቸው ክህሎት					
3	በስልጠናው ዝርዝር ላይ የተቀመጡትን ስልጠናዎች ከማሰልጠን አንፃር					

4	በብቃት አሀድ መሰረት ከማሰልጠን አንጻር					
5	በማሰልጠን በቂ ልምድ አላቸው					
6	ሰልጣኞችን ለመርዳት ፈቃደኛ ናቸው					
7	የሰልጣኞችን ብቃት በየጊዜው ይለካሉ					
8	ለሰልጣኞች ግብረመልስ (አስተያየት) በየጊዜው ይሰጣሉ					

11. የሚከተሉት መሳሪያዎች ወይም አገልግሎቶች ለትብብር ስልጠና አስፈላጊ እንደሆኑ ይታመናል። የመሳሪያዎቹ ወይም አገልግሎቶችን የመኖር ደረጃ በሚከተለው ስንጠረጅር እንዲያመለክቱ ይጠየቃሉ።

እባክዎ የ x ምልክትን በመጠቀም ያመልክቱልን

መፍቻ፡- 3 በበቂ ሁኔታ አለ(ይገኛል)

2 በመጠኑ አለ (ይገኛል)

1 ምንም የለም

ተ.ቁ		የልኬት መጠን		
		1	2	3
1	የስልጠና ማሻሻያ			
2	የስልጠና ወርክሾፕ			
3	የስልጠና ወርክሾፕ ምቹነት			
4	የስልጠና ግብአቶች			

12. በእርስዎ እይታ የኢንተርፕራይዝ አሰልጣኞች በስራ ላይ ተግባራት ምን ይመስላል?

ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ መ/ በጣም ዝቅተኛ

13. እርሶዎ ሚሰለጥኑበት ሙያ የሰልጣኞች ትብብር ምን ይመስላል?

ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ መ/ በጣም ዝቅተኛ

14. የትብብር ስልጠና ለእርሶዎ ምን ያህል አስፈላጊ ነው?

ሀ/ ከፍተኛ ለ/ መካከለኛ ሐ/ ዝቅተኛ መ/ በጣም ዝቅተኛ

15. የትብብር ስልጠና የሚሰለጥኑበት ኢንተርፕራይዝ ከጤንነት አንጻር ደህንነቱ የተጠበቀ ነው?

ሀ/ አዎ ለ/ አይደለም

16. የጥያቄ ተራቁጥር 16 መልስዎ “ለ” ከሆነ በስራዎ ላይ የሚያመጣው ተፅእኖ ይጥቀሱ።

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ክፍል አራት

የሰልጣኞች ዝግ ጥያቄ የዓማረኛ አቻ ትርጉም

1. በኢንተርፕራይዞች የትብብር ስልጠና እንድትሰለጥኑ

የሚደረግበት ምክንያት ምን ይመስልሃል?.....

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2. ለትብብር ስልጠና የሔድክበትን ኢንተርፕራይዝ የመረጥከው ነው ወይስ እንዲሁ ነው

የተመደብከው?.....

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3. በኢንተርፕራይዙ ውስጥ የምትወዳቸው ወይም የምትጠላቸው ነገሮች አሉ? ካሉ በዝርዝር ጥቀሳቸው?

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4. በትብብር ስልጠና ወቅት ስልጠናህን እንዳታከናውን ያገዱህ ወይም እዳታከናውን ያደረጉህ ስራዎች ምን ምን ናቸው?

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5. በኢንተርፕራይዞች በተጨማሪም የምታከናውናቸው ስራዎች ምን ምን ናቸው?

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6. የትብብር ስልጠና የሚሰጥህ ኢንተርፕራይዝ የሙያው ደረጃ በሚያዘው መሰረት ተዘጋጅቶታል? አንተን (ቺን) የሚያሰለጥኑት በብቃት አህድ መሰረት ነው?

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7. አንተ (አቺ) ከምትሰለጥንበት ተቋም አንጻር በኢንተርፕራይዙ ምን አዲስ እውቀትና ክህሎት

አገኝህ?.....

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8. አንተ(ቺ) ከምትሰለጥንበት ሞያ ጋር በተያያዘ ከሚነሱ አሉታዊ (መልካም ያልሆኑ)

አመለካከቶች አንጻር ወደ በጎ አመለካከት ለመቀየር ኢንተርፕራይዙ ምን ያህል

ጠቅሞህል::

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9. ኢንተርፕራይዙ ለወደፊት ማዘጋጀት ያለበት መልካም (ቦጎ) አመለካከቶችና ግብአቶች ምንድን ናቸው?.....

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10. የትብብር ስልጠናን በውጤታማነት ለመፈፀም ኢንተርፕራይዙ ማሻሻል ያለበት ደካማ ጎኖች ምንድን ናቸው?

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