

**Factors Affecting the Implementation of Cooperative Training:
A case of Technical and Vocational Education and Training in
W/ro Siheen Polytechnic College; Dessie city.**

By
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**ADDIS ABABA UNIVERSITY
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Table of Contents

Title	Page
Acknowledgments.....	i
List of Tables.....	iv
List of Appendices.....	v
Acronyms and Abbreviations.....	vi
Abstract.....	vii
Chapter One	
Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the Study	4
1.4 Significant of the study	5
1.5 Delimitation of the study.....	5
1.6 Limitation of the study.....	5
1.7 Operational definition of terms.....	6
1.8 Organization of the study.....	6
Chapter Two	
Review of Related Literature.....	7
2.1 Trends and Issues of Cooperative Training across the Globe.....	8
2.2 What is cooperative training?.....	11
2.3 Duties and Responsibilities of Different Stakeholders in Cooperative training	13
2.3.1 Duties and Responsibilities of organizations	13
2.3.2 Duties and Responsibilities of training institutions.....	14
2.3.3 Duties and Responsibilities of the trainees	14
2.3.4 Duties and Responsibilities of the trainers	15
2.4 General Objective of TVET on Cooperative Training in Ethiopia	15
2.5 Specific objective of TVET on Cooperative Training in Ethiopia	16
2.6 Delivery of cooperative training in TVET.....	16
2.7 Phase of Cooperative Training in Ethiopia.....	17
2.8 Implementation problems on cooperative training.....	18

2.9 The experience of implementing cooperative training.....	20
2.9.1 The German Experience.....	20
2.9.2 The Australian Experience.....	23
Chapter Three	
Research Design and Methodology.....	26
3.1 Method of the Study.....	26
3.2 Research Population	26
3.3 Instruments of Data Collection	28
3.4 Procedures of Data Collection	30
3.5 Methods of Data Analysis	30
Chapter Four	
Presentation, Analysis, and Interpretation of Data.....	32
4.1 Characteristics of the Respondents.....	32
4.2 Analysis of Data Related to Factors Affecting the Implementation of Cooperative training.....	34
Chapter Five	
Summary, Conclusions, and Recommendations.....	57
5.1 Summary.....	57
5.2 Conclusions.....	61
5.3 Recommendations.....	61
References.....	63

List of Tables

	Page
Table I Respondents.....	27
Table II Respondent Personal Profile	32
Table III Trainees assignment to organizations	34
Table IV Factors that affect during cooperative training.....	36
Table V Questionnaires for trainer while in cooperative training	39
Table VI Curriculum related to cooperative training	41
Table VII Follow up trainees for evaluations	43
Table VIII Enterprises organized to provide cooperative training	46
Table I X Relation between TVET College and training organization	52

List of Appendices

Appendix A: Questionnaires on cooperative training to be filled by trainees.....	67
Appendix B: Questionnaires on cooperative training to be filled by trainers.....	70
Appendix C: Questionnaires on cooperative training to be filled by vocational supervisors/councilors.....	73
Appendix D: <u>Interview guide I</u> (Principals and outcome based coordinators).....	76
Appendix E: <u>Interview guide II</u> (Interview for organization).....	77
Appendix F: Questionnaires on cooperative training to be filled by vocational supervisors/councilors (Amharic Version).....	78
Appendix G: Questionnaires on cooperative training to be filled by trainers (Amharic Version).....	82
Appendix H: Questionnaires on cooperative training to be filled by trainees (Amharic Version)	86

Acronyms and Abbreviations

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	Minister 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 Vocational and Educational Training
UK	United Kingdom
USA	United States of America
UNESCO	United Nation Educational, Scientific and Cultural Organization
W/ro	Woyzero

ABSTRACT

The purpose of this study was to assess the main factors that affect the implementation of cooperative training in w/ro Siheen polytechnic college found Dessie city of Amhara regional state. In this aspect, question were raised to assess how cooperative training is implemented, the way of selection those organizations offering for cooperative training, the follow up method for trainees and the like. And there is also interview to ask about the opinions and view of deans, vocational councilors and selected respondents of enterprise. The trainees, trainers, College management bodies including one TVET councilor, privates and government enterprises were the main sources of data for the study. To conduct the study, descriptive survey method was employed. Purposive sampling approach was used in selecting the trainers and trainees as well as private and government organizations. Questionnaires, interviews, and, focus group discussion were the instruments used for the collection of data. The data obtained through questionnaires were analyzed using statistical instruments like percentage and frequency values. The data are analyzed and interpreted quantitatively as well as qualitatively. Generally; there were 164 respondents. The study shows that the enterprises has lack of awareness about the implementation of cooperative training which leads stakeholders has no willingness to cooperate even if there is a good effort by the college in the implementation the of cooperative training. Mainly trainees are engaged with machines only to take practice by observation. Organization takes priority to safe machines and to take care of materials and equipments than the quality of cooperative training for trainees. The other point that organization complain is that even if trainees will come with their unit of competencies to take practical training but not enough. Because most of the time the trainees know the theoretical parts of their field of study.. These problems are few and can be solved through continuous effort. To do this; I recommended that the concerned stack holders should create awareness and mainly the college is responsible to facilitate all the duties towards improving cooperative training.

1. BACKGROUND OF THE STUDY

1.1 Introduction

TVET is an important aspect of the total learning package of the child as well as the adult learner. This view is consistent with Delors' Report (UNESCO, 1996) that perceives education as providing the all-round development of a child's personality. It identifies a range of learning opportunities that students need to experience in order to be adequately prepared for active participation in all aspects of living. To achieve this, the Delors' Report suggests that the overall education of the learner should be rebuilt around four pillars: 'learning to know', 'learning to do', 'learning to live together' and 'learning to be'. In this regard, TVET in the school sector has a crucial as well as a complementary role to play in preparing an educated citizenry who is more likely to champion "the ideals of peace, freedom, and social justice" (UNESCO, 1996, p.13).

The current world technological advancement can be explained using the term 'information and communication technology'. Its wider influence has brought countries nearer. With its application to development, innovations at one corner of the world have been managed to penetrate in the other corner. The move has further brought advancement in the communication, transformation and information technology. However, transformations of technology will not be materialized unless operated by human beings. In line with this, technical and vocational education and training program plays unique role in producing skillful manpower to transfer technology.

The need for skilful manpower is also crucial in the Ethiopian context. In the last few years, the country has shown remarkable economic achievements. In this respect, multifaceted development plans are demanding skillful persons to sustain the achievements. The recently introduced CBT at the TVET colleges can satisfy the country's middle level manpower needs by providing graduates with employable skills.

The Federal Democratic Republic of Ethiopia (MoE, 1994:16) has introduced the new Education and Training Policy (ETP) and education sector strategy in 1994 that made TVET development as one of the priority areas in the education system for human resource development within the country. The policy and strategy stipulated the provision of middle level technical and vocational training in areas of different sectors to students that have completed grade 10 and dropouts at different class level, given non- formal training and then placed to work to eradicate poverty from the country and to strengthen the living standards of the citizen. National Technical and Vocational System (NTVS), therefore, need to develop the knowledge and skills that will help the work force to become more flexible and respond to the needs of a local labour market, while competing in the global economy (UNESCO, 1979:82)

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

Cooperative training is a mode of training which should be provided in partnership between the training center and the organization. Usually, the bulk of practical training take place in an enterprise while theory and initial practical exposure is provided by the TVET institutions in more advanced TVET system available form of work-based learning in the public schools in making the transition to career development(MoE, 2007:11)

Co-operative training encompasses all form of training conducted jointly by TVET institutions and enterprises. The training takes place alternatively in the school

environment and in the real life of the work place. Most of the training occurs in the enterprise where practical skills and applications of theory take place. The trainees go to TVET institutions for only limited period of time, to acquire theoretical knowledge and basic skills in the specific area (Giram, 2010:108)

Cooperative education program are the most commonly effective way of applying practical work in coordinating between institutions and enterprise.(Girma; 2010:108)

The application of cooperative training can also be perceived across all occupations in industry, trade, commerce, domestic service, agriculture, forestry, health care, social work, applied art, etc (Haefeli, 2000). In general, it is widely used as an exclusive instrument to fill the practical skill gaps of trainees in TVET programs by coordinating trainings with enterprises. The length of cooperative training program, in fact, varies depending on the type of profession that the trainees seek to search.

1.2 Statement of the problem

It is true that acquiring occupational skills depends on the social context of trainees' social environment. This is because the trainees interact with people (masters) when they observe the skills that interest them. The process ensures them to perform according to the skill they acquired in order to improve the skill that already have to meet the current technology.

Cooperative training is not a practice only for the early times. It also satisfies the current labor demand of many of the economic sectors. In whatever form it is offered, it has become an instrument to develop practical skills in different occupations. This is due to the fact that occupational skills can be learned in settings that resemble their final applications. Besides, the occupational skills depend on the context in which they are acquired to be applied (De Munck, Kaplan & Soly, 2007).

The researcher of this paper felt that the implementation of cooperative training in general and in w/ro siheen polytechnic college in particular doesn't seem to being the required result in terms of quality and relevance. Therefore, attempt is made to

investigate the main factors that affect the implementation of cooperative training. The main goal of this study is to point out the shortcomings of the implementation of cooperative training so that the colleges, the trainees, the trainers, the organizations and any other concerned bodies will take immediate remedial measures. Therefore, the following basic questions of the study are formulated.

1. To what extent the curriculum applied in the training institutions relevant to cooperative training offered in organization?
2. How is the follow up facilitated in order to evaluate the trainee's in cooperative training?
3. How were the enterprises organized in providing cooperative training?
4. How strong the relation between the TVET colleges and the training institutions in implementing the cooperative training?

In order to answer these leading questions the researcher used both quantitative and qualitative methods

1.3 Objectives of the Study

General objective

In this study, the researcher will identify factors affecting the implementation of Cooperative Training in w/ro siheen polytechnic TVET College in Dessie.

Specific objectives of the research

Based on the main objective of this study, the specific objectives of this study will be the following.

1. To investigate the experience of w/ro siheen polytechnic college in cooperative training.
2. To investigate the strategies used by w/ro Siheen polytechnic college to address the challenge encountered;

3. To investigate the follow up and evaluation methods used by w/ro Siheen polytechnic college in the institution to check the trainee participation in the cooperative training
4. To investigate the strength of the relation between the technical and vocational and educational school with the enterprises
5. To identify the kind of skills provided to trainees by enterprises

1.4 Significance of the Study

Today's trainees in cooperative training will be tomorrow's employee and rational skilled man power in organization even in the society. Successful implementation of cooperative training assists trainees who are better qualified and competent to the world work. The research indentified the main factors that affect the implementation of cooperative training and to improe the provision of cooperative training, accordingly the study may have the following singnificance.

1. the study may reveal and bring to attention the cooperative training implementation difficulties to educational authorities and other concerned TVET stakeholders for appropriate action
2. the researcher hops that the study may suggest solutions to the problems under study
3. it may also serves as one of a springboard for further in-depth studies for other researchers

1.5 Delimitation of the Study

This research was delimited to investigating the implementation challenges of the current cooperative training at the level of w/ro siheen polytechnic college in Dessie and enterprises. The study also delimited on the geographical coverage of Dessie city.

1.6 Limitations of the Study

One of the problems that the researcher encountered was shortage of reference materials because of lack of adequate time and unavailability of libraries that can provide readings

on issues similar to the research. Also some respondents were either hesitant to complete the questionnaires or unhappy to fill out questionnaires.

1.7 Operational Definition of Terms

Co-operative training: mode training delivery that is provided under the cooperation of training institution and enterprises.

Factors: things (finance, materials, human attitudes) which challenges the implementation of cooperative training

Implementation: A complete process of planning, organizing, coordination and promotion in order to put policies into practice.

Organizations/Enterprises: means a production, trade or service rendering institution selected by the appropriate body to provide cooperative training to trainees

Training institution: a public, private or non-government institution engaged in the provision of technical and vocational education and training

1.8 Organization of the Study

This study will have five chapters. The first chapter covers Background of the study, statement of the problem, significance of the study and scope of the study. The second chapter is about the conceptual framework of review literature. The third chapter encompasses data interpretation analysis and presentation. The fourth chapter is about research finding, summary, and conclusion and recommendation.

The literature review in both qualitative and quantitative research plays different roles. In quantitative research, it is done prior to the research activity to gain a general understanding of the existing knowledge of the topic under research. Besides, it helps to equate the results with the research results conducted by other researchers. Consequently, it becomes more detailed and longer (Creswell & Plano Clark, 2007; Johnson & Christensen, 2004).

CHAPTER TWO

REVIEW OF RELATED LITRATURE

The views of the researchers in the qualitative research (about the literature review), on the contrary, have resulted from the development of two schools of thought. One school of thought believes that the researcher should conduct a full coverage of the literature review (as in the case of ethnography) before collecting the data. On the other hand, the other school of thought thinks that it is not necessary to review the literature first due to the fact that new research questions, hypotheses and theory may emerge while collecting the data. The second school of thought goes on arguing that it is after we have collected the data that we should review the literature. However, this approach is not recommended by researchers in the field. This is due to the fact that the approach may not give chance to raise basic issue and make the necessary adjustment and take instant measures related to the research problem under investigation (Johnson & Christensen 2004).

In addition, the literature review in the qualitative research is used to provide evidence for the purpose of the research and the research problems. It is, thus, brief and may not limit the type of information the research seeks from the participants. Due to this reason, it may even consider individual cases (Creswell & Plano Clark, 2007).

It is, therefore, advisable to conduct the literature review in the qualitative research before the actual data collection takes place. Due to this reason; it is believed to stimulate theoretical foundation of concepts and relationships that may be brought to the situation under research. It also helps to pose questions in relation to the behavior that one wants to observe. Moreover, it provides information about the situation or the population that the researcher needs to research (Gelesne, 1999; Johnson & Christensen, 2004).

Based on the above scientific views of literature review, its inclusion in this quantitative research is thought to serve the following purposes.

- It provided evidence for the research problem as it reviewed the literature on the implementation of cooperative training of the countries that have undergone rich experiences
- It helped to review the research questions by reviewing and modifying some of the original research questions.
- It also guided the researcher in learning more from the participants while collecting data and observing the situation in the places where the research took place. Thus, both kinds of knowledge identified as theoretical and research knowledge (Wallace & Wary, 2011), gained from the various sources, were reviewed in this research.

2.1. Trends and Issues of Cooperative Training across the Globe

From its beginnings in Cincinnati in 1906, cooperative education has evolved into a program offered at the secondary and postsecondary levels in two predominant models (Grubb and Villeneuve 1995). In one model, students alternate a semester of academic coursework with an equal amount of time in paid employment, repeating this cycle several times until graduation. The parallel method splits the day between schools (usually in the morning) and work (afternoon). Thus, like school-to-work (STW), the co-op model includes School-based and work-based learning and, in the best programs, “connecting activities” such as seminars and teacher-coordinator worksite visits. These activities help students explicitly connect work and learning.

Cooperative education has existed in the United States for most of the 20th century as a structured method of combining academic education with practical work experience. For a number of reasons, its promise has not been fully realized (Barton 1996). However, it is taking on new importance in an environment characterized by school-to-work, service learning, and experiential learning initiatives. This Digest explores the factors helping and hindering co-op at this juncture in its history, examines how it is being reconceived to meet contemporary needs, and identifies implications for the broader STW enterprise.

The Community Service Scholarship Program at California State University-Fresno combines cooperative training with service learning. Students receive co-op/internship credit and scholarships for completing a placement at a community service site (Derousi and Sherwood 1997). As in traditional co-op work placements, students get real-world training, opportunities to explore career options, and enhanced employability skills such as communication, problem solving, and leadership as well as awareness of community and social problems. Combining co-op and service learning thus prepares students for roles as workers and citizens.

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

Connecting activities to integrate school- and work-based learning are an essential part of STW. At LaGuardia, the required co-op seminar helps students make connections by giving them a structure within which to reinforce employability skills, examine larger issues about work and society, and undertake the crucial activities of critical reflection (Grubb and Badway 1998).

Grubb and Badway (1998) and Grubb and Villeneuve (1995) found that the value of cooperative education is embedded in the culture of the institution (LaGuardia) and the region (Cincinnati). In this supportive culture, employer support does not have to be repeatedly obtained and there are clearly understood long-term expectations on all sides (schools, employers, students). This “informal culture of expectations around work-based learning may be more powerful in the long run than a complex set of regulations and bureaucratic requirements” (Grubb and Villeneuve 1995, p. 27).

Finn (1997) believes that the answer lies in going beyond reconceiving co-op as an “educational strategy, pedagogy, model, methodology, or curriculum” (Finn 1997, p. 41). She asserts that it is time for cooperative training to develop and define its body of knowledge, investigate its unique phenomena—e.g., the concept of learning from experience, and clarify and strengthen the qualifications of co-op practitioners. For Ricks (1996), cooperative training is inherently committed to improving the economy, people’s working lives, and lifelong learning abilities. It can thus position itself to serve the experiential learning needs of students into the 21st century.

For Wilson, Stull, and Vinsonhaler (1996), a new vision involves conceiving, defining, and presenting co-op “as a curriculum model that links work and academics—a model that is based on sound learning theory” (p. 158). Ricks (1996) suggests affirming the work-based learning principles upon which co-op is based. These principles assert that cooperative training fosters self-directed learning, reflective practice, and transformative learning; and integrates school and work learning experiences that are grounded in adult learning theories.

Schaafsma (1996) also focuses on learning, seeing a need for a paradigm shift from content learning to greater understanding of learning processes, including reflection and critical thinking. Co-op is an experiential method, but learning from experience is not automatic. Therefore, Van Gyn (1996) recommends strengthening the reflective component that is already a part of some co-op models. “If coop is only a vehicle for experience to gain information about the workplace and to link technical knowledge with workplace application, then its effectiveness is not fully developed” (p. 125).

School-to-work and service learning have also been promoted as ways to link theory and practice through meaningful experiential learning experiences. Furco (1996) outlines the similarities between school-to-work and service learning. Although school-to-work, service learning, and co-op have different goals, each of his points also applies to cooperative training:

- Based on the philosophy that learners learn best through active engagement in meaningful activities
- View of students as active learners and producers of knowledge
- Use of such instructional strategies as contextual learning and application of knowledge to real situations
- Requirement for schools to establish formal partnerships with outside entities
- Concern for integrating school experiences and external experiences

2.2. What is cooperative training?

According to Ecbp (2007), as cited by Addis Ababa city administration TVET agency (2013), the concept of cooperative training involves the process of any kind of training provided in partnership between enterprises and Technical and Vocational Education and Training (TVET) institutions. Further, it stated cooperative training is a systematic training provided at a specific workplace in the work process/work shop at an enterprises and a TVET institution. It is a training approach directed toward the attainment of a skilled and versatile work force adaptable to a changing technology to meet industry's current and future manpower needs and toward providing workers with the industrial skills necessary for gainful employment

Cooperative training shows all forms of training conducted in collaboration with TVET institutions, enterprises and other stakeholders. The training takes place simultaneously in TVET institutions and in the workplace. The training in the enterprises is believed to encompass practical skills and the application of theory. Accordingly, the trainee goes to TVET institutions for a specific period of time to acquire specific theoretical knowledge and basic skills in some selected training topics. It requires a general agreement between TVET institutions and enterprises. It is thus a group of training that is accomplished with TVET institutions, enterprises and other stakeholders (MoE, 2007).

The TVET system anticipates that the public and private sectors will join in a partnership to deliver a cooperative and in-company training which takes place in the training institution and at the place of work because bringing enterprises into the training process promises to improve the relevance of the training offered to market needs. Cooperative and in company training model is found in many developed countries over the world.

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

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

Poupard et 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.

2.3 Duties and Responsibilities of Different Stakeholders in Cooperative training

There are different stakeholders who are participating in cooperative training. These are all role-players at different levels in the TVET system including training providers (Organizations/enterprises), training institutions, trainees, and trainers. Each stakeholder has its own duties and responsibilities.

2.3.1 Duties and Responsibilities of Organizations

Every organization or in general training providers selected for apprenticeship (cooperative) training shall have duties and responsibilities as provided here under (Federal Negarit Gazeta No. 26, 2004:2560)

- ❖ to receive and provide apprenticeship/cooperative training to trainees;
- ❖ to assign the trainees in the place appropriate to his training and to ensure that the trainees acquire proper work experience;
- ❖ to assign a capable supervisor who would enhance the knowledge and skills of the trainee, and should follow up and evaluate the day-to-day performance of the trainee;

- ❖ to acquaint the trainee with work rules and methods of the organizations;
- ❖ to consider the trainees as a regular employee and to provide him the necessary inputs;
- ❖ to respect and enforce human dignity of the trainee,
- ❖ to evaluate the performance of the trainee and transmit the result to the training institution;
- ❖ by inspecting the skill that the trainee acquired forward opinion to the concerned organ as to the competency of the institutions;
- ❖ to cooperate and work in coordination with training institutions;

2.3.2 Duties and Responsibilities of training institutions.

Regarding apprenticeship /cooperative training, every training institution shall have duties and responsibilities as provided here under;

- ❖ to assign a coordinator who shall follow up and control the training undergone by trainees;
- ❖ to prepare operational guidelines and detailed program and for their implementations, to cooperate and work in coordination with organizations;
- ❖ to utilize result of performance evaluation relating to training as criterion for certification;
- ❖ by receiving opinion from the organization improve the quality of the training.

2.3.3 Duties and Responsibilities of the trainees.

Every trainee shall have duties and responsibilities as provided here under;

- ❖ to diligently perform the training;
- ❖ to utilize with care and economy tools, equipment and materials supplied to him for training purposes
- ❖ to be acquainted with and to observe work rules and methods of the organization to which he is assigned for training;

- ❖ with out prejudice to the provisions of other laws, not to divulge to any other person work secrets of the orgaizaion that he acquired in the house of his trainings
- ❖ to immediately inform the concerned body, when he becomes aware of, any events or fact which may be a threat to his or others' health or life, or which may affect the interests of the organizations.

2.3.4 Duties and Responsibilities of trainers.

According Florida's' manual for planning and implementation of cooperative education program (2012), the responsibilities of trainer include:

- ❖ Conducts an orientation for trainees prior to participate in the program to ensure that the trainee is suitable for the program, fully understands the program, and can meet the responsibilities expected of the program.
- ❖ Meets with the employer/ enterprise supervisor in order to develop a training plan that will ensure relevance of work experience
- ❖ Coordinates placement of student at the appropriate job site.
- ❖ Provides evaluation procedures for the supervisor
- ❖ Visits each student/ trainee on a regular basis
- ❖ Evaluates the student and assigns the grade for credit purposes

2.4 General Objective of TVET on Cooperative Training in Ethiopia

The general objective of the frame work of cooperative training which is integrated in to the overall reform of Ethiopia TVET system. It is to serve as a basis for Federal and State TVET bodies to:- create awareness about cooperative training seeking the dialogue with employees on the advantage of cooperative training and creating a climate of mutual trust between the world of education and the world of work in order to pave the way fro cooperation. It takes also decision regarding the implementation of cooperative training,

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

2.5 Specific objective of TVET on Cooperative Training in Ethiopia

Cooperative training has its own specific objectives in training the trainees to adopt the new technology and the real labor market. According to (MoE TVET reform; 2004), specific objectives of the cooperative training are;

- to point out the importance of cooperative training in Ethiopia context
- to highlight the benefit of cooperative training for all stake holders
- to review selected other countries experience regarding cooperative training
- to cooperative training, recommend procedures to integrate cooperative training in to the reformed TVET system
- to suggest models of interaction between the different stakeholders in cooperative training
- to emphasize the importance of developing incentive mechanisms for enterprises to participate in cooperative training
- to encourage stake holder to start cooperative training
- to outline key steps for the implementation of cooperative training

2.6 Delivery of cooperative training in TVET

Cooperative training provided in cooperative between employees (i.e systematic training at a specific work place/in work process/work shop) and a TVET institutions (i.e classroom, laboratories and workshop). Cooperative training usually takes the form of training at a (public, non public or NGO) TVET institutions for part of the time and at an enterprise (apprenticeship/internship) for the remainder of the school year, i.e training takes place alternatively in a school environment and in the real life environment of the

work place. Partners in cooperative training are the trainees. TVET institutions and enterprises.(MoE; 2007:12)

MOE-ecbp (2010:15) states that in-company training is a training approach through which active workers already in the enterprises could maintain, or upgrade their competencies while working. It is also a method by which companies/enterprises cope up with new and changing technologies. It is also the most cost-effective way to improve the skills of their employees. This is because:

- ✚ training can be scheduled at the companies convenience
- ✚ training is more focused, consistent and relevant to their needs
- ✚ traveling and accommodation costs are reduced or even eliminated

2.7 Phase of Cooperative Training in Ethiopia

According to (MoE, 2008:27) the cooperative training implementation process is divided into three phase, which are:-

- ❖ preparation phase
- ❖ implementation phase
- ❖ monitoring and evaluation phases are carried out

The Preparation Phase

Cooperative training requires preparation before implementation such as;-

- studies and analysis of the current situation
- asses and select potential partners in cooperative training like; TVET institutions and enterprises
- discuss the concept with TVET institutions and enterprises

- create awareness about cooperative training among TVET institutions and enterprises
- develop training programs for staff, teachers, trainees who are involved in cooperative trainings

The Implementation Phase

After preparation phase has become completed the implementation stage is conducted;

- support TVET institutions and enterprises in preparing cooperative training agreements and training plans
- Capacity building to trainees
- Capacity building of TVET institutions and enterprises facilities

The Monitoring and Evaluation Phase

This is the last stage in which the effectiveness of the cooperative training will be measured

- Runs pilots in selected TVET institutions and enterprises
- Monitoring the pilots
- Report communication results
- Correct draw backs and adapt improvement and
- Optimizations of the cooperative training

2.8 Implementation problems on cooperative training

The researcher believes that discussions on the implementation problems of cooperative training have effect on the purpose of the current research activity. This is due to the fact that the purpose of the research aims at identifying the causes of

cooperative training program in the specific research area. In view of this, factors that can hamper the cooperative training process were investigated based on the available literatures at the global level. However, relevant research reports at the local level were not much developed.

The implementation of apprenticeship training cannot be seen in isolation from the TVET program since it is part of it. The implementation of TVET, in turn, can be perceived as a vehicle to realize the plans set by training institutions at national or institutional levels and to effectuate the consensus reached even at the global level on TVET (international convention on Technical and Vocational Education by UNESCO in 1989). TVET implementation is, therefore, an instrument that ensures the achievements of the objectives set in TVET in general and cooperative training in particular.

Various factors can contribute for the unsuccessful implementation of cooperative training. Among these, we can mention the failure to maintain partners' coordination. It is true that the implementation of cooperative training should be supported by institutional arrangements among unions, industries, training providers and state regulatory authorities. The training arranged in this way may last for some months to years of training and has got a kind of recognition and acceptance. It is accompanied by a kind of wage system arranged with industrial sectors. This kind of arrangement requires specific agreement of the partners. However; in the actual practice the remuneration of trainees varies from country to country and even among individual states (Field, Hoeckel, Troy & Moonhee, 2008).

Despite the general facts mentioned above, it seems necessary to mention some of the specific factors that can severely affect the implementation of cooperative training. Due to the magnitude of their influence on the implementation of cooperative training, the researcher identified the following factors to be the most influential ones.

- ✓ Lack of legal frame work
- ✓ Inadequate financial resource

- ✓ Lack of stakeholders' participation
- ✓ Weak monitoring and evaluation system
- ✓ Poor public perception of the TVET program
- ✓ Lack of facilities in the enterprises
- ✓ Poor professional capacities of supervisors

The literature review, in this research, helped to establish the research arguments and enabled modifications of some of the original research questions. It also helped the researcher learn more from program participants when collecting data and observing them at research sites. Thus, both theoretical and research knowledge are applied during literature reviews. The steps followed include:

- a) Researching the history of cooperative training both from the global and Ethiopian perspective,
- b) Discovering the history of cooperative training at global levels,
- c) Realizing that the evidences of the change of the different system of trainings to confirm beginning dates of formal cooperative training in Ethiopia
- d) Reaching the determination that it may have come into being with the introduction of TVET and
- e) Identification of institutions with links to the TVET system and the practice of cooperative training.

2.9 The experience of implementing cooperative training.

2.9.1 The German Experience

In Germany, children are enrolled in compulsory 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, grammar schools, and in almost all the Landers /a federal union of 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 ages 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 & Woll, 2007).

The dual system is described as dual since the training is conducted in two places of learning- the enterprises and the training institutions (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, in 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 & Woll, 2007). The most significant conditions are the free choice and practice of an occupation, as depicted in the Constitution (Grundgesetz: Article 12 (1)) and Federal Government legislation for 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 occupations. 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 & 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 cooperative 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.

The cooperative 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 starting pay for a trained skilled worker. The professional competences in the occupation to be acquired in the enterprises 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 into a contract with trainees to provide them with the professional competences in the occupation (Hippach-Schneider, Krause & 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 enterprises 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 & Woll,2007):

- Educational institutions offer intercompany training periods designed to supplement incompany training. They are often sponsored by autonomous bodies in the relevant sectors of industry.
- Enterprises form coherent training structures may also be asked to arrange special programs for the trainees.

Besides, there are other models of implementation in collaboration with other enterprises 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 enterprise. 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, trainees in the dual system concentrate in more highly valued occupations than the less ones. Moreover, it is harder for youths to obtain training in small or public bodies than the other. Other critics of the dual system also comment that it performs well in the manufacturing than in the service industries (Tremblay & Le Bot, 2000).

2.9.2 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 5 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, trainees leaving junior high school can go for vocational education or for cooperative training to enter the work force. Students whose choice is vocational streams should pass through the cooperative 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 into being, it was replaced by a new kind of national system of cooperative training (NCVER, 2011).

At present there are two types of cooperative 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 non-traditional type includes information technology, retail, childcare, tourism and hospitality. No age limits are imposed to take part in cooperative training or traineeships. Therefore, mature trainees can be accepted in the manufacturing industries (Misko, 2006).

In the actual cooperative training practice, trainees 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 cooperative training program has been introduced to enable trainees and workers to take part in part-time cooperative training programs offered at the workplaces (NCVER, 2011).

Besides, trainees in schools have the right to participate in school-based training at the end of their secondary school education. However, total school-based trainings are criticized due to their failure in allowing trainees to have adequate time in the workplaces to complete work tasks and projects and thereby develop vocational skills (NCVERa, 2011).

As in some countries of the world, trainees in Australia are required to sign training contract with an employer or a group of training company. The agreement ensures the trainees to earn training wage. It also guarantees the trainees 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).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Method of study

Though there are many different sorts of research methods, the majority of them can be simmered down in to two basic types by the sort of information they supply. These are qualitative and quantitative research methods. This research papers employes both of them. The quantitative mehod deals with numbers and statistical issues where as the qualitative methods deals with descriptions.

These methods are choosen for their appropriateness that helps to analyse the main factors that affect in implementation of cooperative training and to describe the extent to which the problems have affected the quality of the Technical Vocational and Educational training (TVET)

3.2 Research Population

The researcher collected data from primary sources as well as from secondary sources. The primary data were collected from w/ro Siheen polytechnic TVET college. The participants were trainees, trainers, college management, department heads, and private and government enterprises. The sample included College vice Deans/principals, and department heads who in this study are referred to as College management. The trainees and trainers were selected using stratified random sampling technique as highlighted by Gay (2000:126,138). All college management members and private and government enterprises were taken as participants. The numbers of population and the samples taken from the trainers, management bodies, vocational councilor and trainees in the colleges are shown in the table below. Two private and two government enterprises working on cooperative training were selected for the study.

Table I: Sampling of Management Bodies, Trainers and Trainees in w/ro siheen polytechnic college.

For college, Population					For college Sample				
Trainees	Trainers	Vocational Councilor	Management Bodies	Total	Trainees	trainers	Management Bodies	Vocational councilor	total
510 (100%)	26 (100%)	1	9 (100%)	546 (100%)	146 (28.6%)	9 (34.6%)	9 (100%)	1	164

In addition to the above primary sources, secondary sources such as different documents, colleges' statistical records, and magazines were used.

All the nine (**100%**) managerial bodies (vice dean/principals and department heads) and private and government enterprise managerial persons were taken using purposive sampling. Because the managerial bodies of the w/r siheen polytechnic college is for the purpose of focus group discussion and interview. However; the selected private and government representatives for the sake of interview only. The selection of sample trainers was carried out first by forming categories/strata of trainers based on their area of specialization. After this respondents were selected proportionately from each stratum using random sampling. Each stratum was their departments. These are automechanics, general mechanics, electricity, garments, ITC, library science, wood work, and hotel management. Altogether, **9 (34.6%)** of the trainers were selected to take part in this study.

There were a total of **510** second to fifth year regular trainees in the w/ro siheen TVET centers. One hundred and forty-six (**28.6%**) of them were included in the study by way of proportionate sampling. Year 2 to year 5 trainees were chosen with the assumption that they can provide reliable information due to their comparatively longer stay in their respective institutes and have experiences to give information about cooperative training, even to express their opinions about it. In addition, one vocational councilor with longer experience in TVET were purposively included in the interview as they are expected to have accumulated knowledge about the TVET college and as supervisor in cooperative

training. More over; he has been providing different studies as inputs to improve the implementation of cooperative training.

Overall, 164 respondents were included in the study. The information obtained from the vice dean/principal and the owners of private enterprises and government enterprise managerial person by way of structured interview was used to compare and triangulate the responses given by the trainers and the trainees. The semi-structured interview was employed because it enables to get detailed answers by asking additional questions when necessary. For more detail understanding and digging information, there were focus group discussion) with nine department heads as one group for almost three hours a day about the main factors that affect the implementation of cooperative training.

3.3 Instruments of Data Collection

To get first hand information from the participants of the study, different instruments were prepared and implemented based on the review literature to collect the required data. These were questionnaires, focus group discussion, document analysis, and interviews.

a. Questionnaire

The purpose of the questionnaires was to investigate the main factors that affect the implementation of cooperative training in TVET colleges found in Dessie, especially in w/ro siheen polytechnic college. Questionnaires are useful for the collection of appropriate data and to secure data from many respondents at a time (Gay, 2000:283). To obtain quality and proper data, three sets of questionnaires were administered to the trainees, trainers, and vocational councilors. The questionnaires were constructed with close ended and open ended items which were prepared originally in English and later translated into Amharic. This was done for communication purposes for trainees. Most of the close ended questions were constructed in Likert scale. All questions may not be including in the close ended type. As a result of this, to get their suggestions, comments,

and expressions freely, open ended questions were also be used. The open ended question is placed at the end of closed ended questions as a general question to fullfill the remaining ideas, facts and opinions from trainees, trainers and vocational counselor.

b. Inerview

Accodridg to koul (1996), interviewing is necessary to get deep feeling, perceptions, and values or how people interpret the world around them, and past events that are impossible to replicate. Hence, detailed interview was conducted with six voluntary representatives that is two from the colleges and four from the enterprises using semi-structured interview questions. Semi-sturctured interview questions are used because they are flexible, new questions can be brought up during the interview as a result of what the interviewee says so the interview flows more like a conversation. In this study, interview was conducted to collect supplementary information about the implementation of cooperative training. The process of interview was conducted in Amharic language to make the conversation easy and convenient,

c. Focused Group discussion (FGD)

According to Wamahiu and Karugu (1995), focus group discussions are best suited for obtaining data on group attitude, opinions and perceptions by imitating the participant. This technique was employed to strengthen the information that could be obtained using questionnaire. Thes nine deparntemnt heads were purposively selected and invited to discuss about the implementaion of cooperative training in w/ro Siheen polytechnic college and the partiners of enterprises. The discussion was held for three hours with different issues regarding to the implementation of cooperative training.

3.4 Procedures of Data Collection

The Questionnaires were piloted to maintain reliability and to evaluate the appropriateness before they were administered. Pilot test was administered one TVET College, among 13 respondents other than the subject for the study. The purpose of the

try out was to check whether the investigator and the respondents were properly communicating through the instrument and add some value to the reliability and validity of the questionnaires on the base of the feedback obtained like; unreadably words are corrected, words which creat confusion are changed to easy words and questions which is not appropriate for the respondents are cancelled. After getting all the corrected items, the questionnaires were distributed and followed up for collection according to the time line. To increase the quality of the responses, the return time was made short through continuous follow up. The researcher made the purpose of the study simple and clears to all respondents of the questionnaires in order to avoid confusion. Besides these, explanations were provided as required by the respondents.

Observations and focus group discussion were carried out according to the time schedule. In the colleges' machines, training equipment, facilities such as water services, electric services, workshops, class rooms etc and organizational structures were observed by the researcher himself. Documents, like “ለትብብር ስልጠና ወቅት መታየት ያለባቸው ዝርዝር ሂደቶች፤ የመግባቢያ ሰነድ/Memorandum of Understanding/፤ ለትብብር ስልጠና ወይይት የተላኩ የመጥሪያ ደብዳቤዎች ፤ የትብብር ስልጠና ወል ፤ የትብብር ስልጠና እቅድ በስልጠና መስኮች እና ሌሎችም” which are indicated as secondary sources were analyzed.

3.5 Data Analysis

To make the collected data ready for analysis, the questionnaires were checked for completeness. The data were also classified and tallied carefully. The assembled data were arranged and organized in tables. Then, Percentage was used for analysis of quantitative data. This Percentage is now applied in describing the general back ground of respondents such as age, sex, qualification, service years and field of study. The other method used to collect data was from deans, vocational counsilores, managerial bodies of the college and the selected respondant from enterprises and were analyzed qualitatively through organization of the data, paraphrasing narrative summary of the responses,

summarizing the data, and interpreting data. Finally, by using descriptive survey method the organized data were interpreted and analyzed quantitatively as well as qualitatively.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the description of the sample population, analysis and interpretation of the data gathered from sample management bodies (deans and department heads), trainers and trainees in Dessie w/ro siheen polytechnic TVET Colleges. The data obtained through questionnaires, interviews, and observation check list were analyzed and interpreted. Out of 156 questionnaires distributed to trainees and trainers categories of respondents, 146 (94.9%) were properly filled in and returned.

4.1 Characteristics of Respondents

The following description of the characteristics of target population gives some basic information about the sample population involved in the study.

Table II: Respondent Personal Profile

Items		W/ro siheen college							
		Trainees		Trainers		Vocational councilor		Management bodies	
		No	%	No	%	No	%	No	%
Sex	M	73	50	7	77.8	1	100	7	77.8
	F	73	50	2	22.2	-	---	2	22.2
	T	146	100	9	100	1	100	9	100
Age	15-20	98	67.1	-----	-----	----	-----	-----	-----
	21-30	41	28.1	4	44.4	-----	-----	1	11.1
	31-40	7	4.8	3	33.3	-----	-----	4	44.4
	41-50	-----	---	1	11.1	-----	-----	2	22.2
	Above 50	---	---	1	11.1	1	100	2	22.2
	Total	146	100	9	100	1	100	9	100
Field of study	Business area	---		2	22.2	----		2	22.2
	technology area	75	51.4	3	33.3	1	100	4	44.4
	information technology	46	31.5	2	22.2	-----	-----	2	22.2
	other fields	25	17.1	2	22.2	-----	-----	1	11.1
	Total	146	100	9	100	1	100	9	100
Qualification	Diploma	-----	-----	-----	-----	-----	-----	-----	-----
	BSC/MA/BED	-----	-----	6	66.7	-----	----	5	55.6
	MSC/MA	-----	-----	3	33.3	1	100	4	44.4
	Total	-----	-----	9	100	1	100	9	100
Service year	0-5	-----	-----	-----	-----	----	-----	----	-----
	6-10	-----	-----	5	55.6	-----	-----	1	11.1
	11-15	-----	-----	1	11.1	----	-----	1	11.1
	Above 15	-----	-----	3	33.3	1	100	7	77.8
	Total	-----	-----	9	100	1	100	9	100

As shown in the table 2, out of 146 respondents males and the females are fifty-fifty in percent this is due to the uneven distribution of males and femals in different field of studies. That is some hard vocational streams like, auto mechanics, are covered by males others like; hotel managnet and garment department are more of femals.

Since nowadays w/o siheen polytechinal college trains the type of TVET course which is known as hard vocational stream so that 100% of the students are in these fields. From these, 51.4% are technological area as auto-mechanics, manufacturing, electricity, 31.5% are information technology as ICT and library sciences and 17.1% are other fileds as hotel management and garment.

Regarding the qualification, from the total of the respondents of trainers 67.7% are first degree and 33.3% are MSC/MA holders a minimum of 6 year experience with the required fields.

One of the managerial bodies said that even if the trainers are first degree holders they are not well experienced related to knowing the different materials and machine for practical application. Instead, they are more of theoretical.

In connection to the above stated finding, UNESCO (1997:71-72) emphasizes that the successful implementation of TVET programs very much depends on the availability of well trained and experienced TVE teachers. A major constraint in the vocationalization of curricula in Africa has been due to the lack of such personnel. In several areas, due to low pay, it has not been possible to attract the right teachers to these areas as most qualified TVET professionals often opt for deployment in enterprises or self-employment where incomes are more attractive.

4.2 Analysis of Data Related to Factors Affecting the Implementation of Cooperative training

4.2.1 Challenges encountered in applying cooperative training in Dessie TVET colleges

4.2.1A Trainee assignment to organizations as factors in cooperative training

One of the main factors for the implementation of cooperative training is that assigning trainees for training in organization related to their field of studies. The table below shows how the trainees and trainer respond related to these questioners.

Table III. Trainee's assignment to organizations

No	Questions	Respondents	Strongly Disagree		Disagree		Not sure		Agree		Strongly agree	
			No	%	No	%	No	%	No	%	No	%
1.1	Assigned trainees to each organization based on their field of study and interest for cooperative training	Trainees	19	13.0	9	6.2	25	17.1	59	40.4	34	23.3
		Trainers	0	0	0	0	1	14.3	3	42.9	3	42.9
1.2	The organization assignment is related to the trainee field of study	Trainees	16	11.0	11	7.5	26	17.8	59	40.4	34	23.3
		Trainers	0	0	0	0	0	0	6	85.7	1	14.3
1.3	The criteria to assign trainees in organization for cooperative training is fair	Trainees	25	17.1	13	8.9	40	27.4	43	29.5	25	17.1
		Trainers	0	0	0	0	1	14.3	3	42.9	3	42.9
1.4	The distance travelled matters the trainees in cooperative training	Trainees	27	18.5	17	11.6	37	25.3	35	24.0	30	20.5
		Trainers	1	14.3	1	14.3	1	14.3	2	28.6	1	14.3
1.5	The number of trainees assigned for each organization for cooperative training is reasonable	Trainees	23	15.8	20	13.7	38	26.0	42	28.8	23	15.8
		Trainers	0	0	3	42.9	0	0	2	28.6	2	28.6
1.6	There are clear criteria set to select cooperative training offering organization	Trainees	30	20.5	20	13.7	48	32.9	35	24.0	13	8.9
		Trainers	0	0	1	14.3	1	14.3	4	57.1	1	14.3

As in the table shown above, both the trainees and trainers agree, which is 63.7% and 85.8%, respectively that trainees are assigned based on their field of study and interest for

cooperative training which is appreciable. This is because students will go to the organization with full confidence and interest in order to get the required experiences and skills in the assigned organization. Even related to this, before the students are assigned to the organization, the organizations are selected which are related to the trainees' field of studies as you see above in the table that 63.7% of the trainees and 100.0% of the trainers agree which indicates that the polytechnic almost has a good plan in order to overcome problems that affect the implementation of cooperative training in this aspect.

In the third item, 46.6% of trainees and 85.8% of the trainers agreed that there is a fair criterion to send trainees for cooperative training. One of the interviewees of managerial bodies also assured this idea clearly by saying that;

One of the main plans of this college is to send our trainees to organizations for cooperative training based on the program set by the college. That means each department will take their trainees for cooperative training as they finish the required unit of competencies. This is the common and main requirement for each trainee in their field of study and the duties and responsibilities of each department.

In the fifth item, both trainees and trainers that 44.6% and 57.2% agreed that the number of trainees assigned for each organization is reasonable.

However; during the focus group discussion with the department heads almost all agreed that the number of trainees assigned for each organization is not reasonable. They explained that in the city the numbers of available organizations are limited in order to accommodate these trainees. One of the department heads said that when strengthening this idea;

Because of the limited number of organizations in the city, the number of trainees assigned for each organization is above their capacity. Thus; trainees will not get the appropriate training through cooperative training and this can be one of the factors that affect the implementation of the cooperative training.

Consequently, when interview was carried out with college deans and the vocational councilor, all of them agreed with what is said above. For example, one interviewee has stated that “In our plan, finding organizations related to the trainee’s field of studies and assigned them with their field of studies is our concern. But the problem is number trainees assigned in each organizations is not convenient. This is due to the limited number of organization in the city.

4.2.1B Trainees during cooperative training in organization

It is not enough only assigned the trainees related to their field of studies and interests but also should be evaluated during their stay in the organization while making training. The table below reveals how the trainees stay in organization for cooperative training.

Table IV. Factors that affect during cooperative training

No	Questions	respondents	Strongly Disagree		Disagree		Not sure		Agree		Strongly agree	
			No	%	No	%	No	%	No	%	No	%
1.1	The time allotted for cooperative training is sufficient to acquire the required knowledge and skill	Trainees	24	16.4	24	16.4	26	17.8	44	30.1	28	19.2
		Trainers	0	0	1	14.3	1	14.3	3	42.9	2	8.6
1.2	There is pocket money for trainees as incentive during the training	Trainees	99	67.8	12	8.2	17	11.6	8	5.5	10	6.8
		Trainers	7	100	0	0	0	0	0	0	0	0
1.3	The place of the trainees lived matters the training in terms of cost	Trainees	26	17.9	26	17.9	28	19.2	34	23.3	32	21.9
		Trainers	1	14.3	1	14.3	1	14.3	2	28.6	1	14.3
1.4	Most organizations serve trainees with good manner and approach	Trainees	18	12.3	25	17.1	37	25.3	39	26.7	27	18.5
		Trainers	0	0	1	14.3	3	42.9	3	42.9	0	0
1.5	Trainers are well qualified, competent and motivated to train	Trainees	17	11.6	14	9.6	41	28.1	36	24.3	38	26.0
		Trainers	1	14.3	0	0	0	0	5	71.4	1	14.3
1.6	Rotation on various work stations is possible to trainees to get experiences and skills	Trainees	32	21.9	26	17.9	34	23.3	32	21.9	22	15.1
		Trainers	0	0	2	28.6	3	42.9	2	28.6	0	0
1.7	Workers in organization have good willing to help trainees in training for better skill and experience	Trainees	29	19.9	22	15.1	33	22.6	35	24.0	27	18.5
		Trainers	1	14.3	3	42.9	2	28.6	1	14.3	0	0

In the first item, trainees of 49.3% and 51.5% of trainers agree that the time allotted for cooperative training is enough to get the required experience and skill. But here the interviewee of one of the responsible person in the Combolcha textile company totally disagree the time allotted for cooperative training is not enough. He explained that;

In general the government TVET colleges send their trainees for cooperative training for the maximum of one week even sometimes three days. The time allotted by the college to stay and gain the required knowledge and skill is not enough. Not only to get the required skill but even the time of observation for all trainees coming to the organization.

In my visit, I observed that the Combolcha TVET college trainees were there for cooperative training for three days which strengthen the fact that trainees sent for the sake of full filling the criteria only. Even if the school is not my sample but it is part of the cooperative training I made some discussions with them. They said that they came here for three days and the day is the last day for their cooperative training. But these trainee's complain the shortage of time for their cooperative training.

In the second item 75.0% of the trainee and 100% of the trainers support that there is no pocket money for students. The problem raised here is that since Dessie is not the country of industry, trainees will go to other neighbor industrial city. Thus student will cover all the day to day expenses. During my interview, all of the college and the managerial bodies of the private and government enterprises agree that there is no budget for the pocket money. Therefore trainees will cover all the expenses during cooperative training. Here the dean of the college explains that;

Since there is no budget for pocket money trainees will cover the food and drink expenses but shelters are arranged by the college during the cooperative training. This is because the college works together with different government universities, TVET colleges and high schools. Thus, still no problem in this aspect. They are supporting us to solve this problem

The other point mentioned is that the manner that organizations and the workers in the organizations that approach the trainees may affect the cooperative training. In this aspect 42.5% trainee from the total and 42.9% of the trainer from the total agree that the organization has good manner to serve the trainees during cooperative training. This idea is supported by the college vocational councilor. According to his experience the organization took responsibility to give training with good manner and treatment.

But when come to the manners of the workers, the trainees agree that 42.5% of the total have good manner. Here I raised the same questions to the managerial persons of the private and the government enterprise. All of the interviewee reply that there may be some kind of mistreatment from the workers but doesn't represent all of them. They said that the worker have awareness to accept trainees and give the necessary treatment while trained. Regarding to the manner of the workers, all of them agreed that the trainees behavior also have its own factor. Some of them have high interest and are devoted to know and to be skilled and few of them are careless. Even they don't know why they came here.

One of the trainers in the organization emphasis on this section, according to his opinion and his experience in cooperative training,

Trainees before sent to different organization they must be informed and advised to respect the rules and regulations of the organization. They must also listen to their trainers in the organization to get the required knowledge and skill. Because some of the trainees are too careless to come on time, to do the given duties and the like....but if they are good in their behavior and if there is unwanted treatment then the organization will take measure on the worker.

About the trainer's qualification and motivation to train the trainees in the organization 50.3% of the total and 85.7% of the total trainer agrees. This means in both private and government enterprises there no such big problem. This is because the trainers are either qualified or more experienced in their field of study.

Therefore they can give training with quality to make the trainees competent in order to achieve the goal of MoE (2008:1) states that TVET has to respond to the competence needs of the labor market and create a competent, motivated and adaptable workforce capable of driving economic growth and development. The main thrust of the strategy is that TVET development relies on an outcome-based system and dedicated and trusting cooperation among stakeholders. So that the cooperative training given through these organization builds a high competence needs of labor in order to reach the shortage of skill man power.

4.2.1C Trainees activities during cooperative training in organization

Trainees will be considered members of the organization during cooperative training. Therefore there are many activities to be accomplished in the organizations. Questioners were prepared only for their college trainer to get some information about the trainees while being in cooperative training. This is because college trainers are assigned for the follow up in organization for cooperative training.

Table V. Questionnaires for trainer while in cooperative training

No	Questions	Respondent s	Strongly disagree		Disagree		Not sure		Agree		Strongly agree	
			No	%	No	%	No	%	No	%	No	%
1.1	Well motivated and wants to perform the task and duties on time	Trainers	0	0	0	0	1	14.3	6	85.7	0	0
1.2	Involve to help other employee during difficulties	Trainers	0	0	1	14.3	2	28.6	4	57.1	1	14.3
1.3	The interest of good handling of machineries	Trainers	0	0	1	14.3	1	14.3	3	42.9	2	28.6
1.4	The behavior of trainee act as employee	Trainers	0	0	0	0	4	57.1	3	42.9	0	0
1.5	The ability to keep the security of the organization's affair	Trainers	0	0	0	0	3	42.9	4	57.1	0	0
1.6	Readiness to accept comments and to correct errors	Trainers	0	0	0	0	1	14.3	5	71.4	1	14.3
1.7	Being sociable to create positive relationships with others	Trainers	0	0	0	0	2	28.6	5	71.4	0	0
1.8	Carrying responsibility as an employee under cooperative training	Trainers	1	14.3	0	0	2	28.6	3	42.9	1	14.3

When we see the above table, almost all the questions are agreed above 50% that the trainees are successful in all activities during the cooperative training. They are 85.7% well motivated and want to perform the task and duties on time. 57.1% are cooperative to help employee and to keep the security of the organizations and 71.4% are ready to accept comments and to correct errors with their positive relationship being sociable with others.

But during my interview, three of the private enterprise interviewers complain that the trainees come in the organization for cooperative training before they acquire the necessary and basic skills which is called unit of competencies. Because of this, the organization will face problems to manage this. One of this interviewee put his idea as;

Trainees will come here in our organization with full of theory with less practical concepts. The problem is that the college has no sufficient materials and machines to give the basic and necessary skill before it sends its trainees to organization. Because when they trained here in the organization, first the trainees by themselves show poor activities in all aspects and second they complained through the training time.

4.2.2 The curriculum in the training institutions relevant to cooperative training offered in organization

The curriculum of one country as it is prepared to enhance the economy, social and political aspect of the country; it should also govern the training institution which offered cooperative training. Because, while the training is given to trainees there will not be confusion related to what they learnt. It is simply create a self confident and self esteem citizen in knowledge and skill and introduce new technology.

Table VI. Curriculum related to cooperative training

No	Questions	Respondent s	Strongly Disagree		Disagree		Not sure		Agree		Strongly agree	
			No	%	No	%	No	%	No	%	No	%
2.1	There are sufficient organization that provide cooperative training according to the curriculum	Trainees	25	17.1	28	19.2	39	26.7	34	23.3	20	13.7
		Trainers	1	14.3	3	42.9	1	14.3	2	28.6	0	0
2.2	The cooperative training is related to what the trainee learned at TVET	Trainees	28	19.2	17	11.7	33	22.6	53	36.3	15	10.3
		Trainers	0	0	2	28.6	1	14.3	4	57.1	0	0
2.3	The curriculum is flexible to adapt the current situation of cooperative training	Trainees	27	18.5	25	17.1	51	34.9	31	21.2	12	8.2
		Trainers	0	0	1	14.3	3	42.9	3	42.9	0	0
2.4	There is a linkage of theory and practical work during cooperative training	Trainees	19	13.0	20	13.7	20	13.7	59	40.4	28	19.2
		Trainers	0	0	0	0	1	14.3	6	71.4	0	0
2.5	The delivery of cooperative training depending on curriculum and need of trainee	Trainees	28	19.2	19	13.0	23	15.8	42	28.8	34	23.3
		Trainers	0	0	0	0	3	42.9	4	57.1	0	0

Related to the organization which gives training according to the curriculum, most of the trainees, which is 26.7% have no idea which indicate that student have no awareness about the curriculum learned in order to evaluate whether or not organizations are used the curriculum. As the same time, 57.2% of the trainers disagree that the presence of organizations that provide cooperative training according to the curriculum.

In my observation I saw libraries which serve the society of the organization in some organization in order to adjust themselves to the current technology as well as the curriculum of the country. But this is true in government organizations only.

In the second item, the evaluation was to check or not the cooperative training is related to what the trainee learned. This is because the main objective of cooperative training is to train them based on the basic knowledge and skill of the trainees gained from their college. 46.6% from the trainee respondents and 57.1% from the trainer respondents agree that trainees trained what they learned.

According to one of my interviewee, from government enterprise explains which supports the above idea that;

Our industry always supports trainees based on their basic knowledge and skills to make them gradually outcome based and self confident. We always train them from simply technical concepts to the larger technical and practical applications with their active participation by the help of technical coordinator.

The vocational councilor also suggests that;

Once trainees are accepted by any organization, we had followed up to check whether or not they have got the necessary training. We checked that they trained. Because in addition to the technical coordinator in the organization the college trainees are assigned, even if sometimes the follow up is not successful, the organizations train them well.

The finding about the curriculum goes with the concept of flexibility of curriculum delivery by (Nasta, 1994:44-45) which states that it is clearly implicit in the notion of a learning program. Flexibility is intrinsic to the design of modular structures and flexibility is also an aspect of access, in that the student is offered many entry points to study and accreditation in the movement away from the traditional academic year. According to this finding our curriculum should be flexible in order to reach to required modern technological development.

In this aspect, trainees of 35.6% did not support the flexibility of the curriculum from and trainers of 42.9 agree that the curriculum is flexible to adapt the current situation of cooperative training.

In fourth item trainees of 59.6% and trainers of 71.4% agree that there is a linkage of theory and practical work in cooperative training. One of our respondents in my interviewee from private sector gives his opinion as which strengthens the above questionare;

Most of the time, in my experience trainees mainly from government poly technical college comes to our organization with more of theory. Therefore; we tried to train them to change what they had learned in theory to practical application and then they can understand easily. The reason is that, they have at least basic knowledge and skills about materials, tools and instruments used here in our organization.

4.2.3 Follow up of trainees in order to evaluate them in cooperative training

One the method to measure the effectiveness of the cooperative training is following up and counseling service with regard to cooperative training. This helps to check how the cooperative training going on between the college and organizations and how trainees are used the training effectively. Below are related questionnaires to about this.

Table VII. Follow up trainees for evaluations

No	Questions	respondents	Strongly disagree		Disagree		Not sure		agree		Strongly agree	
			No	%	No	%	No	%	No	%	No	%
3.1	Vocational councilors are placed in TVET institutions that coordinate the cooperative training	Trainees	42	28.8	20	13.7	30	20.5	35	24.0	19	13.0
		Trainers	4	57.1	2	28.6	1	14.3	0	0	0	0
3.2	The vocational councilor is providing counseling service with regard to cooperative training	Trainees	37	25.3	30	20.5	42	28.8	23	15.8	14	9.6
		Trainers	5	71.4	1	14.3	1	14.3	0	0	0	0
3.3	Vocational councilors has made frequent follow up during cooperative training	Trainees	55	37.7	22	15.1	30	20.5	28	19.2	11	7.5
		Trainers	4	57.1	3	42.9	0	0	0	0	0	0
3.4	There is clear criteria set to evaluate the trainee during the training	Trainees	31	21.2	31	21.2	42	28.8	29	19.9	13	8.9
		Trainers	2	28.6	0	0	3	42.9	2	28.6	0	0
3.5	There is a continuous flow of information about the trainee to the TVET institution from the organization assigned for cooperative training	Trainees	38	26.0	23	15.8	40	27.4	25	17.1	20	13.7
		Trainers	1	14.3	1	14.3	2	28.6	3	42.9	0	0
3.6	The person who trained during the training evaluates the trainee	Trainees	39	26.7	21	14.4	30	20.5	32	21.9	24	16.4
		Trainers	1	14.3	2	28.6	0	0	4	57.1	0	0

According to MOE (MoE, 2008:33 second edition) Increased attention will be given to vocational guidance and counseling to enable future trainees, in particular youth, to choose the right career and make full use of the initial and life-long learning opportunities provided by the TVET system.

Vocational guidance has to start at pre-TVET level. Accordingly, TVET institutions will also assign and train vocational guidance staff. They will cooperate with schools for early orientation of school leavers and with NGOs, community organizations and other relevant organizations to offer guidance to other local target groups. The vocational guidance staff at TVET institutions will be instrumental in facilitating apprenticeships and preparing youth for apprenticeship training. They will also be focal points in organizing self-employment support for TVET graduates.

But according to my data given above, 42.5% of the trainee and 85.7% of the trainer strongly disagree that there is no vocational councilor that violate rule of National Technical & Vocational Education and Training Strategy. And also this is true according to one of the college dean, who explains that,

In 2005 E.C, in the college there were two vocational councilors but according to new system of vocational structure the councilor position is cancelled and now there is no councilor in the college. The college councilors graduated by management of vocational education serve as civic teacher in the college.

Even I made interview with the previous vocational councilor and he explains the fact that the college is not using the man power properly. As to him;

Vocational councilors in addition to serving student by giving counseling guidance, they serve as a supervisor and producing ideas and make researches for the improvement of cooperative training. But now there is no counseling service that even trainees are complaining when they need counseling.

Since there is no vocational councilor in the college, then as expected 45.8% of trainees and 85.7% of trainers strongly disagree that the vocational councilor is not providing counseling service regarding to cooperative training.

In the fourth item, 42.4% of the trainees strongly disagree that there is no evaluation during cooperative training and even 29.8% trainees don't know whether or not being evaluated because they are not sure. However; trainees should know being evaluated during the process of taking cooperative training. Otherwise they will not attend and participate to achieve the desired knowledge and skills. With respect to trainers there is an equal percentage of answer for the question which indicates that they have no clear information whether or not trainees are evaluated in cooperative training.

The fifth item indicate that 41.8% of the trainees strongly disagree and 29.6% of the trainees again are not sure that during the cooperative training there is no information flow about them from the organization to the TVET College about the process of their stay in the organization. But 42.9% the trainers agree that there is continuous flow information about trainees from the organization to the college.

However; the previous vocational councilor suggests that the information about trainees while in cooperative training has challenges. He explained more about this;

During cooperative training they are college trainer assigned to do the follow up to inform the current condition of trainees. But the trainer will not check based on the schedule but as they like so that there will no a continuous flow information about them.

The other respondent from my interview who is part of the private enterprise assured the above idea. He explains about the issue as flows;

When trainees came to my organization, they will bring only letter of permission to take cooperative training. There is no one responsible for these trainees for their follow up not only how they take practice in the training but also whether they attend or not the training. Some time when I say no without their teachers then he will come to together with the trainees and will not seen after that.

4.2.4 Enterprises organized in providing cooperative training.

So as to achieve the desired goal in terms of giving and producing a self confident trainees from TVET through cooperative training organizations should be organized in terms of awareness, willing to give service and the required materials to provide cooperative training. If so then we can achieve what we are going to think. The following data explains these facts.

Table VIII. Enterprises organized to provide cooperative training

No	Questions	Respondent	Strongly disagree		Disagree		Not sure		agree		Strongly agree	
			No	%	No	%	No	%	No	%	No	%
4.1	Equipments are relevant and similar to the occupation for practical training in cooperative training offering organization	Trainees	32	21.9	22	15.1	30	20.5	40	27.4	22	15.1
		Trainers	0	0	2	28.6	2	28.6	3	42.9	0	0
4.2	Machines are relevant and similar to the occupation for practical training in cooperative training offering organization	Trainees	28	19.2	15	10.3	40	27.4	42	28.8	21	14.4
		Trainers	0	0	2	28.6	2	28.6	3	42.9	0	0
4.3	Materials are relevant and similar to the occupation for practical training in cooperative training offering organization	Trainees	26	17.8	20	13.7	33	22.6	45	30.8	22	15.1
		Trainers	0	0	2	28.6	1	14.3	4	57.1	0	0
4.4	Organized workshops are found in offered organization for cooperative training	Trainees	32	21.9	28	19.2	36	24.7	35	24.0	15	10.3
		Trainers	0	0	4	57.1	1	14.3	1	14.3	0	0
4.5	There are laws supporting the implementation of cooperative training	Trainees	22	15.1	28	19.2	39	26.7	34	23.3	23	15.8
		Trainers	0	0	1	14.3	2	28.6	4	57.1	0	0
4.6	The enterprises give training based on the curriculum of cooperative training	Trainees	31	21.2	30	20.5	37	25.3	26	17.8	22	15.1
		Trainers	0	0	6	85.7	1	14.3	0	0	0	0
4.7	There are sufficient materials in cooperative training supplied by the organization for training	Trainees	34	23.3	25	17.1	32	21.9	30	20.5	25	17.1
		Trainers	0	0	5	57.1	0	0	2	28.6	0	0
4.8	There are sufficient organizations that provides cooperative training according to the curriculum	Trainees	28	19.2	32	21.9	32	21.9	35	24.0	19	13.0
		Trainers	1	14.3	3	42.9	2	28.6	0	0	1	14.3
4.9	Cooperative training placement is applicable and matched with the curriculum learned in the TVET institutions	Trainees	29	19.9	28	19.2	49	33.6	23	15.8	17	11.6
		Trainers	1	14.3	2	28.6	0	0	4	57.1	0	0
4.10	Quality, relevance and efficiency of graduate's is acceptable by labor market	Trainees	19	13.0	22	15.1	40	27.4	44	30.1	21	14.4
		Trainers	0	0	0	0	2	28.6	5	71.4	0	0

UNESCO (1997:12) explains that many institutions suffer from insufficient resources to purchase the complex and expensive equipment needed for their workshops and laboratories. Thus, a close liaison with employing institutions in the world of work needs to be established so that effective on-the-job programs for students may be worked out cooperatively between the education institution and the employing enterprise.

The first three items are concerned about the relevant of equipments, machines and materials in organizations offered in cooperative training. In this regard 42.5% of the trainees about the equipments, 43.2% about machines and 45.9 % about materials agree that organizations are well organized to give the required cooperative training. And even from the trainers 42.9% about equipment, 42.9% about machine and 57.1% about materials also agree.

In most of my interview and in my focus group discussion my respondents raised that this is not the problem. They believed that most of the organizations selected and offered as cooperative training organization are well organized in all equipments, machines and materials. But they don't give the appropriate training in order to safe their equipments and machines. According to one vice dean of the college, explained to me that;

Most of the organizations which give services for cooperative training are well organized but the training is only at a distance by observation. This because the organization afraid that their machines and equipments may be damaged by trainees.

Even three of the the representative of private enterprises respectively emphasize that students came from the college has no the basic knowledge and skill of the machines and equipments properly. Therefore if one of the machines is damaged then the organization will face problem in terms of cost to mend it and in terms of production that is expected to have with standing time of the machine. One of the them explains by example said that;

If you take my organization, trainees can't cut clothes properly even they don't know the technical way of handling scissors to cut raw material for new clothes. Therefore it will be totally our duties to give training which will be ideal. This is because we need profit as organization that is why we let them only to see and observe for a certain training time. For those who are active and easily understand the techniques we will give them and even employ them in our organization. Otherwise; it is difficult to give all the machines and equipments as they come to our organization.

Actually from my observation of one garage, leather and tailor shop and one government share company of textile industry all are well organized in equipments, machines and materials. For example in the garage I saw different machine, motors and materials for auto mechanic cooperative training and in the textile industry I visit the whole processes and raw materials. The industry is well organized in old and new machineries and materials to offer cooperative training for electricity and general manufacturing factory field of studies.

In the forth item, 41.1% strongly disagree the presence of the organized workshop. On the other hand, there is also 57.5% of the trainers disagree the presence of the organized workshop in the organizations.

The fifth item concerns about the law which supports the implementation of cooperative training. In this issue, 39.1% of the trainees agree for the law as same time 57.1% of the trainers agree that there is law which supports the implementation of cooperative training. During my interview, I asked one of vice principal of the college, about this question. He reply that,

There are general and specific laws about cooperative training in federal negarit gazeta which stated for TVET and cooperative training. Based on this mandate, the college also constructs the law called MEMORANDUM OF UNDERSTANDIG. This is an agreement held among stack holders of government offices which helps the college to get organization under each of these stack holders for cooperative training.

But all of the government as well as private enterprises don't know about this agreement because they neither participant when it is prepared nor invited after it is prepared for discussion as they said. And therefore; they said that any agreement should be opened for discussion in order to come for common benefit. Otherwise it will be the interest of one said stack holder then has no result. One of my interviewee from government enterprise explains that;

Nothing happen forcing us by law, this is because we have no budget for this type of training. We, as a government company, have year plan that the government set to do in order to get the required foreign currency. Thus, we are focused on this to achieve the government goal. But in addition to this we try to do our best to serve as an organization used for cooperative training with our plan to accept the trainee which is limited in number as well as in time to stay with us. Instead, the agreement better to be the one which includes us at the beginning for discussion and common interest to be beneficial. This agreement is prepared by the side of the college only.

The other respondent as an interviewee for private enterprises also strengthen this idea as follows;

There is an agreement which is given for us to implement and which is wrong as far as our relation is concerned. Any agreement should be among all the concerned stack holders for common benefit. For example, I read this agreement which is prepared to force us based on their order if not we will be punished. That is punishment without awareness and without our contribution for the agreement, even beyond that, there is no a single benefit which can gain from this agreement. Therefore; the government stack holder should think about it for our common interest and benefit in order to support and help to each other. Us to me, there is no law which support us to participant as an enterprise which offer for cooperative training.

In the seventh item, 40.4% of the trainees strongly disagree and 57.1% of the trainers disagree that there are no sufficient materials in cooperative training supplied by the organization for training.

In the eighth item, 41.1% of trainees doesn't support the presence of sufficient organizations that provide cooperative training according to the curriculum and also 57.2% of trainers don't believe the presence of sufficient organizations that provides cooperative training according to the curriculum. Before one curriculum is implemented for an educational system it is better to invite all stockholders for discussion in order to make it effective. One of these stockholders is experts and experienced persons found in private and government enterprises. But there is no such experience in Ethiopia that demands the potential of these sectors. That is why majority of the trainers disagree the presence of sufficient organizations that provide cooperative training according to the curriculum.

In the ninth item, that is; Cooperative training placement is applicable and matched with the curriculum learned in the TVET institutions. According to the trainees 39.1% are disagree. One of the electricity department trainee wrote her suggestion that because most of the time the organization for cooperative training are privet we are not getting the required training. The training is based on observation without touch because they doubt our knowledge and they are worried for their materials. Therefore I don't feel confident that the cooperative training in such a way is applicable. But 57.1% of the trainers agree the application of the cooperative training. Actually in my field observation, cooperative training is applicable if we use properly because almost all field of study found in w/o siheen poly technical college can get materials, machines and equipments for their trainees while in training outside. But the problem mentioned by my interviewee is that

- The poor follow up of cooperative training
- Luck of interest of trainees
- The time to stay in the cooperative training centers too short

One of my interviewee suggests that cooperative training is applicable because what the student have as a basic skill is supported by through training according to the curriculum. He said that all field of study, except ITC and library science, can get additional training that makes students effective and skillful.

In the last item about Quality, relevance and efficiency of graduate's is acceptable by labor market. 44.5% of the trainee and 71.4% of the trainees agree. One of the interviewee from the college explains that one of our problems is that students drop before they complete their training time. He said that

Trainees can get job while in cooperative training and drop out. That means if they complete their training with complete knowledge and skill then they will have more opportunity to have job. Thus the quality, relevance and efficiency of graduate's are acceptable by labor market.

The other interviewee told me that there is a format that helps to collect how many trainees have got job and how many of them work on their field of study. According to his information based their performance and active participation while in the cooperative training they have got job. That is the labor market wants these trainees to employee in their organizations.

4.2.5 The relation between the TVET colleges and the training institutions in implementing the cooperative training.

One the other main factor that affect the implementation of cooperative training is that the how strong the relation between the TVET institutions and enterprises for cooperative training. For more information we made the following researches to understand this fact.

Table IX. Relation between TVET College and training organization

No	Questions	Respondent	Strongly disagree		Disagree		Not sure		Agree		Strongly agree	
			No	%	No	%	No	%	No	%	No	%
5.1	Cooperative training gives sustainable and equitable benefit to organization and the trainee	Trainees	25	17.1	30	20.5	33	22.6	37	25.3	21	14.4
		Trainers	0	0	2	28.6	1	14.3	3	42.9	1	14.3
5.2	There are laws that relate the TVET Colleges and training institutions to work together	Trainees	26	17.8	25	17.1	60	41.1	22	15.1	13	8.9
		Trainers	0	0	1	14.3	0	0	5	71.4	1	14.3
5.3	Monitoring and evaluating trainee performance progress by the organization to report to TVET institutions	Trainees	30	20.5	26	17.8	44	30.1	26	17.8	20	13.7
		Trainers	1	14.3	1	14.3	2	28.6	3	42.9	0	0
5.4	Organization supervisors often communicate with TVET institutions during cooperative training	Trainees	22	15.1	31	22.2	52	35.6	25	17.1	16	11.0
		Trainers	1	14.3	1	14.3	2	28.6	2	28.6	0	0
5.5	Trainees have effective training skills after the cooperative training	Trainees	22	15.1	25	17.1	31	22.2	38	26.0	30	20.5
		Trainers	0	0	2	28.6	1	14.3	4	57.1	0	0
5.6	Organization cover the cost of training materials during cooperative training	Trainees	67	45.9	27	18.5	22	15.1	16	11.0	14	9.6
		Trainers	2	28.6	1	14.3	2	28.6	2	28.6	0	0
5.7	Organization contributed money (financial support) for TVET institutions	Trainees	52	35.6	26	17.8	45	30.8	17	11.6	6	4.1
		Trainers	2	28.6	3	42.9	2	28.6	0	0	0	0
5.8	Most organization are willing to accept trainees for cooperative training	Trainees	21	14.4	23	15.8	36	24.7	45	30.8	21	14.4
		Trainers	2	28.6	3	42.9	1	14.3	1	14.3	0	0

In the first item, 39.7% of trainees and 57.2% of trainers agree that Cooperative training gives sustainable and equitable benefit to organization and the trainee. Cooperative training is a bridge for college trainees between ideal and real life. That is the opportunity to take experience, knowledge and skill. Therefore cooperative training has a great benefit for stakeholders and also for the development of our country.

In order to keep current with the state of the art practice, there is a need for collaboration between TVE institutions and enterprises to enable students gain skills and to enable teachers to retool in their own occupations. In this relationship, tangible benefits accrue to both educational institution and the informal/formal sector (UNESCO, 1997:73-74). In

this regard it is important to mention that Wanna (1998:61) has come up with the conclusion that though there are some efforts by such TVET institutions as the Addis Ababa Technical School, Entoto Vocational/Technical School, and General Wingate School to create links with enterprises, the status of the other institutions was not well documented.

One of the interviewee explains that;

Giving training for trainees' means using them for the same purpose and same organization after completion of their training. Therefore cooperative training gives benefit for colleges and trainees. This is because the colleges run its program properly and produces effective trainees for graduation and for the country as input for labor market. Trainees will be skillful and knowledgeable through training. these trainees give service for the same organization for others in the country. Thus the organization will be benefited because they have got qualified trained man power.

One of the trainees also comment that nowadays cooperative gives a great benefit for all of us. As a trainee he said;

In college our teachers gives a basic knowledge and skill in order to understand the main theoretical and practical concept of the field of study. This will develop through training in cooperative which helps us to meet the required knowledge and skill for our future life experience. Therefore; it should be continued with good quality and performance. If we are trained well the benefit also for the organization to be productive because they can get trained man power in their field of production.

In the third item, that 38.3% of the trainees have disagree the presence of monitoring and evaluating trainee performance progress by the organization to report to TVET institutions. This implies trainees will go to cooperative training and assigned to see and if possible to practice the training. They are not informed that there is evaluation at least to initiate them to do their best under competition. But 42.9% of the trainees agree that

there is monitoring and evaluating trainee performance progress by the organization to report to TVET institutions. But in issue I made interview with one the responsible person in college. He explained that there is no evaluation filled by the organization but their teachers take this responsibility for the sake of fairness. This is because there are complains when marked by the organization related to specially approach of works to trainees in different ways. So that to solve the problems college trainers will do this monitoring and evaluation while trainees are in cooperative training.

One of the department head also put his suggestion during our focus group discussion as;

Monitoring and evaluation of trainees performance is held by the college trainees by following up and discussed with the cooperative training trainers in order to minimize the complains made by trainees. This also evaluated by department head how much true and fairly the trainer monitors and evaluates the trainees during cooperative training.

In the forth item 37.3% of trainees and 28.6% of the trainer disagree that there no organization supervisors often communicate with TVET institutions during cooperative training and even the same percentage of trainers, that is 28.6%, have no idea about this issue. This shows that, the communication between the TVET College and organization is that sending and accepting trainees for cooperative training. For best improvement of cooperative training organization should have at least annual report how the cooperative training was proceed as a feed back for TVET colleges and the colleges also must ask such kind of general report to strengthen the good part and to improve the weakness.

In the fifth item both trainees 46.5% and 57.1% of trainers agree that trainees have effective training skills after the cooperative training. This is an indication that the cooperative training is to some extent being run in the right direction though there are still obstacles related to supply of raw materials, awareness of enterprise owners, scarcity of enterprises that take part in the program, and efforts undertaken by TVET institutions to work in collaboration with enterprises as cited by trainers and trainees.

According to the information gathered through interview, the institutions strive to some extent to run cooperative training. Nonetheless, the success of the program is not satisfactory. Capitalizing this, one of the respondents responds, “The acceptance of cooperative training on the part of the participating enterprises is not encouraging.”

In sixth item, 64.4% of the trainees strongly disagree that no Organization covers the cost of training materials during cooperative training as well as 42.9% also disagree the issues.

One of the interviewee from the college explains that surely there is no cost contribution as a budget for the purpose of cooperative training. Trainees will be sent for training according to the plan of the organization through which they can make training.

The other interviewee from the government part also said that;

Trainees will come here based on the college schedule and accept them to assign on each department of our organization. But there is no additional material prepared for the purpose cooperative training. Trainees will practice their field of study either by observation or by the raw material bought for production purpose. That is means the cost is covered otherwise there no budget to give training for trainees.

Since organizations are very sensitive about their cost of production therefore trainees may not able to use the raw materials for training purpose as it were in college. As a result the cooperative training may not be effective in giving the required knowledge and skill. Therefore; organization mainly, government organization, it is better to think about this issue in order to handle and manage the problem in two ways. One of this is that; to use the raw material for the required production purpose and second to give the required training for trainees during cooperative training.

In the last item 55.2% of the trainees agree that most of the organizations are willing to accept the trainees. But 71.5% of the trainers disagree that most organization are willing to accept trainees for cooperative training.

However; even during the focus group discussion most of the department heads raise this as a problem faced during asking cooperative organizations for cooperative training. In my interview of private organization all don't have the concept of cooperative training, however they knew apprenticeship. So in order to raise their willingness to accept trainees for cooperative training, colleges must create awareness. This is because; one of the problems in this sector is lack of awareness about cooperative training.

I raise the issue for one of the my interviewee from college and explains me that

We have meeting to create awareness about cooperative training but organization will not give credit for the meeting. That is why most of the time the concerned person who can represent and understand the issue will not assigned from organization side. Just only for attendance purpose someone will come to attend. Thus, we need to do more to create awareness to come to the required success.

One the owner of private organization which gives cooperative training also said the above fact which supports the same idea when I asked him to explain;

I agree that the college called us for meeting but because we are busy in our duty we send one person from the organization to attend the program. He will report the common issues and the general idea of the meeting.

From the above idea one can say that in both stakeholders there is gap to meet and discuss about the common issue. The most duties are the college to create good atmosphere and even good schedule to attract stakeholders for the sake of common benefit.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

This is the fifth and the last chapter. It deals with summary, conclusions, and recommendations.

5.1 Summary

The main purpose of this study was to reveal the main factors that affect the implementation of cooperative training in w/ro siheen poly technical college and private and government enterprises. The college, three private enterprises and one government industry were taken as sample to investigate those major factors. By so doing, the study tried to answer the following basic questions.

1. What are the challenges encountered in applying cooperative training in Dessie TVET colleges?
2. To what extent the curriculum applied in the training institutions relevant to cooperative training offered in organization?
3. How is the follow up facilitated in order to evaluate the trainee's in cooperative training?
4. How were the enterprises organized in providing cooperative training?
5. How strong the relation between the TVET colleges and the training institutions in implementing the cooperative training?

Under the review related literature, historical development of vocational education, concept of TVET policy, the purpose and objectives of TVET, the role of TEVT, job related training, delivery and phase of cooperative training and implementation problem of cooperative training were the major topics that have been reviewed from relevant books, journals, proceedings, thesis, and other documents to provide firm theoretical ground to the study and in support of the findings.

A descriptive survey method was used. The data gathering instruments were questionnaires, interview, focus group discussion, document analysis. The data were gathered from the records of TVET institutions, trainers, trainees, vocational councilor and private and government enterprises. One hundred fifty six and 9 questionnaires were distributed to trainees and trainers respectively. One hundred and forty six out of the 168 and 9 out of the 9 were properly filled, returned, and used. Finally, the data were analyzed using frequency, percentage, and mean score methods. The following are the major findings.

1. The finding of the study revealed that 66.7% of the trainers are BSC holders and 33.3% of the trainers are MSA/MA holders were assigned based on their qualifications' and their field of study so that in principle there problem related to trainers too much less.
2. Regarding the profile of the respondents, 55.6% are from 6 to 10 years, 11.1% are from 11to 15 years and 33.3% are above 15years.This indicates sufficient experienced trainers are in the field to give training. Moreover, in the industrial area trainers were more experienced in the field to train in cooperative training. The result indicates that the collage has sufficient and qualified trainer. Those enterprises selected for cooperative training are well organized in terms of human resource.
3. In the w/o Siheen polytechnic college 51.4% are technological fields area , 31.5% in the information technology and 17.1% in other fields
4. The othere findings, 63.7% of the trainees and 85.5% of the trainers agree that they are assigned for cooperative training based on their field of study and interst in the organization which is selected to provide cooperative training related to the trainees field of study agreed by 6.35% if trainees and 100% of trainers. This helps trainees to develop and improve their skills on their fields of training. even the criterion to assign trainees in the organization for cooperative training is fair and the distribution is in terms of number of train is reasonable according to the data

found which is 46.6% and 44.6% trainees respectively and 85.8% and 57.2% trainers respectively.

5. When students are assigned for cooperative training the distance travelled is not their problem according to the data 44.5% of the trainee and 42.9% of the trainers. This is a good tolerance from the trainees side to share the effective implementation of cooperative training because most of the organizations mainly industries are found in Kombolcha about 23km from Dessie. But trainees expend all the cost during the stay in cooperative training because there is no pocket money for trainees. 70.5% of the trainees agree that no pocket money. They consider the absence of pocket money as one problem.
6. The other issue during cooperative training mentioned as a problem is that rotation on various working places is forbidden so that they can't get different experiences and skills on their field of study. Here even the problem is realized that the 42.9% are not sure. This indicates that the college trainers don't stay together with the trainees during the period of cooperative training. And 39.8% of trainees strongly disagree the rotation on various working areas. They are assigned for one type of special topic then the period of stay will be finished then get back to college.
7. The other point is that 57.2% of trainers and 36.3% of trainees agree that there is no sufficient organization that gives cooperative training according to the curriculum. But experience organizations offered as cooperative training based on trainees' interest through their stay.
8. But when we see the other findings, the cooperative training related to what they learnt, the linkage of theory and practical work and the delivery of cooperative training depend on curriculum is effective that is supported by my data respectively as follows 46.3%, 59.0% and 52.1% of trainees and 57.1%, 71.4%, and 5.1% of trainers agreed.
9. The finding revealed 42.5% of the trainees and 85.7% of the college trainers agree that no vocational counselor in college in order to consult trainees about cooperative training.

10. The finding also revealed that since college trainers only visit trainees with certain period of time but evaluation is made by them for this you can refer No 6 above. In addition to this, 42.4% of trainees and 28.6% of trainers strongly disagree that no evaluation during cooperative training. Even 28.6% of the trainees are not sure whether there is evaluation or not. However according to one of the managerial person of the college said that no contribution is made to evaluate trainees by cooperative trainers who stay for the whole training period.
11. According to my study during the different interviews that I made, there is no satisfied cooperation between the college and the organization to help to each other. For example colleges have a very high chance to get materials, equipments and machines if they extend and make the relation strong and the enterprises can also get a chance to get short term training for their workers. This lack of cooperation creates a big problem on cooperative training. According to my data, 57.0% of trainees and 42.9% of the trainers strongly disagree that there is no cooperation between college and organizations.
12. The other point raised is that the law that support cooperative training. In my FGD and interview that I made, there is a law according to EFDR government. But the problem is most of the enterprises don't know and don't also agree with that when discuss with the college. They said that we should participate before the law is implemented on us. And there is also one agreement which is called **Memorandum of Understanding** which is prepared by the college and is opened for discussion. This agreement is not supported by the enterprises because they believe that it is a law to force us to implement cooperative training which only focuses on the benefit of the college.
13. One of the foundation is that lack of awareness about cooperative training and unwilling to accept trainers for cooperative training. Most of the private enterprises and some of the government enterprises don't know about how cooperative training is implemented. This issue is mainly discussed with the w/o Sisheen managerial persons and department heads. That why the college prepared

different meeting opportunities to create awareness.

5.2 Conclusions

Based on the findings of the study the following conclusions were reached:

There is a good effort taken by W/o Siheen polytechnic college to implement cooperative training in terms of most of my study with some exceptions like evaluation of trainees, ineffective cooperation with organizations and the common agreement made by the colleges. Since the college method of follow up is weak and then the trainees are going to be careless to attend the cooperative training frequently.

The private and government organizations have high barrier to accept trainees. More over once they accept they didn't allow practicing by the given machine in order to acquire the required skill. This mainly affects the implementation of cooperative training. This all is due to the weak awareness about cooperative training. This weak awareness also includes the community which affects the implementation of cooperative training directly or indirectly.

Finally, enterprises both private and government in particular and the community in general did not contribute their maximum effort to achieve objectives of cooperative training.

5.3. Recommendations

Based on the findings and conclusion reached, the following recommendations are forwarded:

- 5.3.1 After the graduated degree holder being college trainers, it is better to give some kind short term training with some time interval so as to fill the gap between their theoretical knowledge and practical skills. Such kind of training helps both trainers as well as trainees in order to understand to each other and to increase the interest of trainees for TVET education.

- 5.3.2 In order to enhance the participation of both private and government organizations there must a continuous program of discussion to create awareness. The discussions should be on the benefit of the trainees, colleges and organizations in order to carry the responsibility equally. Colleges should take this part to prepare discussion panels.
- 5.3.3 It is necessary to establish professional guidance and counseling services. Guidance and counseling service is of utmost importance for all clients of the education and training system and need to be significantly strengthened. It should take into account the need of industries, the individuals, and the family of the trainees. It is extremely useful for each training requirement. It is helpful not only for training institutions but also for the society at large through creating awareness.
- 5.3.4 The College should not cover only the portion of the courses for the sake of accomplishment of the year plan but should give the necessary trainings to come to the unit of competencies in order to help trainees as well as organization during cooperative trainings.
- 5.3.5 Some fields, like for example ICT, can develop ideas in the college to prepare applications of computers used as cooperative training in the college in order to solve problems regarding to this. Because most of the problems faced in ICT is related to loosing of files if trainees used computers as cooperative training materials in organizations.
- 5.3.6 It is important to regularly follow-up the implementation of cooperative training in organizations to improve and develop the benefit of cooperative training.

Therefore, it is recommended that the college managerial bodies together with the owner and supervisors of the organizations has to work hard in conducting continuous and thorough supervision that provides timely responses to the respective institutions and monitors the progress.

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Appendix A

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL AND VOCATIONAL MANAGEMENT

Questionnaires on cooperative training to be filled by trainees

Dear Respondents

The main purpose of this questioner is to gather information and opinions from trainees in order to study the implementation of cooperative training in Dessie city. Therefore; if you fill the questionnaires frankly and truly will help us to meet the objective of the study. Be sure that, confidentially the information you provide will be for the sake of academic purpose only.

- I. Please answer all questions thoughtfully and frankly
- II. Don't write your name!!
- III. Please make your answer as brief as possible in answering the open ended questions
- IV. Put [] in your option that you decide in closed questions where necessary

Thank you for your cooperation!

Part I. Personal Data

1. Name of the TVET institution _____
2. Sex :- Male Female
3. Age :- 15-20 21-25 26-30 above 30
4. The training program offered _____
5. Department _____
6. The program you attend in level _____
7. Residence during cooperative training:- Family Relative Rent others
8. Distance during cooperative training from your home:- Near Medium Far

Part II. Questions are written below to measure the implementation of cooperative training in Dessie. Show your opinion in the items given 1-5 points accordingly.

Points of evaluation: - 1.Strongly Disagree 2.Disagree 3. Not sure 4. Agree 5.

Strongly agree

6 What are the challenges encountered in applying cooperative training in Dessie TVET colleges?

No	Questions	measuring scales				
		1	2	3	4	5
1.1	Assigned trainees to each organization based on their field of study and interest for cooperative training					
1.2	Rotation on various work stations is possible to trainees to get experiences and skills					
1.3	The organization assignment is related to the trainee field of study					
1.4	The criteria to assign trainees in organization for cooperative training is fair					
1.5	The distance travelled matters the trainees in cooperative training					
1.6	The time allotted for cooperative training is sufficient to acquire the required knowledge and skill					
1.7	The number of trainees assigned for each organization for cooperative training is reasonable					
1.8	There is pocket money for trainees as incentive during the training					
1.9	The place of the trainees lived matters the training in terms of cost					
1.10	Most organizations serve trainees with good manner and approach					
1.11	Trainers are well qualified, competent and motivated to train					
1.12	There are clear criteria set to select cooperative training offering organization					
1.13	Workers in organization have good willing to help trainees in training for better skill and experience					

7 To what extent the curriculum applied in the training institutions relevant to cooperative training offered in organization?

No	Questions	measuring scales				
		1	2	3	4	5
2.1	There are sufficient organization that provide cooperative training according to the curriculum					
2.2	The cooperative training is related to what the trainee learned at TVET					
2.3	The curriculum is flexible to adapt the current situation of cooperative training					
2.4	There is a linkage of theory and practical work during cooperative training					
2.5	The delivery of cooperative training depending on curriculum and need of trainee					

3. How is the follow up facilitated in order to evaluate the trainee's in cooperative training?

No	Questions	measuring scales				
		1	2	3	4	5
3.1	Vocational councilors are placed in TVET institutions that coordinate the cooperative training					
3.2	The vocational councilor is providing counseling service with regard to cooperative training					
3.3	Vocational councilors has made frequent follow up during cooperative training					
3.4	There is clear criteria set to evaluate the trainee during the training					
3.5	There is a continuous flow of information about the trainee to the TVET institution from the organization assigned for cooperative training					

3.6	The person who trained during the training evaluates the trainee					
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4. How were the enterprises organized in providing cooperative training?

No	Questions	measuring scales				
		1	2	3	4	5
4.1	Equipments are relevant and similar to the occupation for practical training in cooperative training offering organization					
4.2	Machines are relevant and similar to the occupation for practical training in cooperative training offering organization					
4.3	Materials are relevant and similar to the occupation for practical training in cooperative training offering organization					
4.4	Organized workshops are found in offered organization for cooperative training					
4.5	There are laws supporting the implementation of cooperative training					
4.6	The enterprises give training based on the curriculum of cooperative training					
4.7	There are sufficient materials in cooperative training supplied by the organization for training					
4.8	There are sufficient organizations that provides cooperative training according to the curriculum					
4.9	Cooperative training placement is applicable and matched with the curriculum learned in the TVET institutions					
4.10	Quality, relevance and efficiency of graduate's is acceptable by labor market					

5. How strong the relation between the TVET colleges and the training institutions in implementing the cooperative training?

No	Questions	measuring scales				
		1	2	3	4	5
5.1	Cooperative training gives sustainable and equitable benefit to organization and the trainee					
5.2	There are laws that relate the TVET Colleges and training institutions to work together					
5.3	Monitoring and evaluating trainee performance progress by the organization to report to TVET institutions					
5.4	Organization supervisors often communicate with TVET institutions during cooperative training					
5.5	Trainees have effective training skills after the cooperative training					
5.6	Organization cover the cost of training materials during cooperative training					
5.7	Organization contributed money (financial support) for TVET institutions					
5.8	Most organization are willing to accept trainees for cooperative training					

Write any idea or comments that you think not mentioned here to be considered for the completion of the study.

Appendix B

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL AND VOCATIONAL MANAGEMENT

Questionnaires on cooperative training to be filled by trainers

Dear Respondents

The main purpose of this questioner is to gather information and opinions from trainers in order to study the implementation of cooperative training in Dessie city. Therefore; if you fill the questionnaires frankly and truly will help us to meet the objective of the study. Be sure that, confidentially the information you provide will be for the sake of academic purpose only.

- I. Please answer all questions thoughtfully and frankly
- II. Don't write your name!!
- III. Please make your answer as brief as possible in answering the open ended questions
- IV. Put [] in your option that you decide in closed questions where necessary

Thank you for your cooperation!

Part I. Personal Data

1. Name of the TVET institution _____
2. Sex :- Male Female
3. Age:- 20-30 31-40 41-50 above 50
4. Your academic qualification:- BA/BSc MA/MSc Ph.D others
5. Your field of specification _____
6. The field your are teaching _____
7. Your service years as a teacher _____ principal _____ educational officer _____ others _____
8. Have you ever taken further training to upgrade your qualification? Yes No

9. Have you ever trained pedagogical training? Yes No

Part II. Questions are written below to measure the implementation of cooperative training in Dessie. Show your opinion in the items given 1-5 points accordingly.

1. What are the challenges encountered in applying cooperative training in Dessie TVET colleges?

Points of evaluation: - 1.Strongly Disagree 2.Disagree 3. Not sure 4. Agree 5.

Strongly agree

No	Questions	measuring scales				
		1	2	3	4	5
1.1	Assigned trainees to each organization based on their field of study and interest for cooperative training					
1.2	Rotation on various work stations is possible to trainees to get experiences and skills					
1.3	The organization assignment is related to the trainee field of study					
1.4	The criteria to assign trainees in organization for cooperative training is fair					
1.5	The distance travelled matters the trainees in cooperative training					
1.6	The time allotted for cooperative training is sufficient to acquire the required knowledge and skill					
1.7	The number of trainees assigned for each organization for cooperative training is reasonable					
1.8	There is pocket money for trainees as incentive during the training					
1.9	The place of the trainees lived matters the training in terms of cost					
1.10	Most organizations serve trainees with good manner and approach					
1.11	Trainers are well qualified, competent and motivated to train					
1.12	There are clear criteria set to select cooperative training offering organization					
1.13	Workers in organization have good willing to help trainees in training for better skill and experience					

Trainers

No	Questions	measuring scales				
		1	2	3	4	5
1.14	Well motivated and wants to perform the task and duties on time					
1.15	Involve to help other employee during difficulties					
1.16	The interest of good handling of machineries					
1.17	The behavior of trainee act as employee					
1.18	The ability to keep the security of the organization's affair					
1.20	Readiness to accept comments and to correct errors					
1.20	Being sociable to create positive relationships with others					
1.21	Carrying responsibility as an employee under cooperative training					

2. To what extent the curriculum applied in the training institutions relevant to cooperative training offered in organization?

No	Questions	measuring scales				
		1	2	3	4	5
2.1	There are sufficient organization that provide cooperative training according to the curriculum					
2.2	The training in cooperative training is related to what the trainee learned at TVET					
2.3	The curriculum is flexible to adapt the current situation of cooperative training					
2.4	There is a linkage of theory and practical work during cooperative training					
2.5	The delivery of cooperative training depending on curriculum and need of trainee					

3. How is the follow up facilitated in order to evaluate the trainee's in cooperative training?

No	Questions	measuring scales				
		1	2	3	4	5
3.1	Professional vocational councilors are placed in TVET institutions that coordinate the cooperative training					
3.2	The vocational councilor is providing counseling service with regard to cooperative training					
3.3	Vocational councilors has made frequent follow up during cooperative training					
3.4	There is clear criteria set to evaluate the trainee during the training					
3.5	There is a continuous flow of information about the trainee to the TVET institution from the organization assigned for cooperative training					
3.6	The person who trained during the training evaluates the trainee					

4. How were the enterprises organized in providing cooperative training?

No	Questions	measuring scales				
		1	2	3	4	5
4.1	Equipments are relevant and similar to the occupation for practical training in cooperative training offering organization					
4.2	machines are relevant and similar to the occupation for practical training in cooperative training offering organization					
4.3	materials are relevant and similar to the occupation for practical training in cooperative training offering organization					
4.4	Access of organized workshops in offered organization for cooperative training					
4.5	There are laws supporting the implementation of cooperative training					
4.6	The enterprises give training based on the curriculum of cooperative training					
4.7	There are sufficient materials in cooperative training supplied by the organization for					
4.8	There are sufficient organizations that provides cooperative training according to the curriculum					
4.9	Cooperative training placement is applicable and matched with the curriculum learned in the TVET institutions					
4.10	Quality, relevance and efficiency of graduate's is acceptable by labor market					

5. How strong the relation between the TVET colleges and the training institutions in implementing the cooperative training?

No	Questions	measuring scales				
		1	2	3	4	5
5.1	Cooperative training gives sustainable and equitable benefit to organization and the trainee					
5.2	There are laws that relate the TVET Colleges and training institutions to work together					
5.3	Monitoring and evaluating trainee performance progress by the organization to report to TVET institutions					
5.4	Organization supervisors often communicate with TVET institutions during cooperative training					
5.5	Trainees have effective training skills after the cooperative training					
5.6	Organization cover the cost of training materials during cooperative training					
5.7	Organization contributed money (financial support) for TVET institutions					
5.8	Most organization are willing to accept trainees for cooperative training					

For trainers

5.9	The TVET program for cooperative training is acceptable by the stake holders					
5.10	The stake holders have fully discussed before the implementation of cooperative training					
5.11	The stake holders are well informed about the cooperative training					

Appendix C

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL AND VOCATIONAL MANAGEMENT

Questionnaires on cooperative training to be filled by vocational supervisors/councilors

Dear Respondents

The main purpose of this questioner is to gather information and opinions from vocational supervisors/councilors in order to study the implementation of cooperative training in Dessie city. Therefore; if you fill the questionnaires frankly and truly will help us to meet the objective of the study. Be sure that, confidentially the information you provide will be for the sake of academic purpose only.

- I. Please answer all questions thoughtfully and frankly
- II. Don't write your name!!
- III. Please make your answer as brief as possible in answering the open ended questions
- IV. Put [] in your option that you decide in closed questions where necessary

Thank you for your cooperation!

Part I. Personal Data

1. Name of the TVET institution _____
2. Sex :- Male Female
3. Age:- 20-30 31-40 41-50 above 50
4. Your academic qualification:- BA/BSc MA/MSc Ph.D others
5. Your field of specification _____
6. The field your are teaching _____
7. Your service years as a teacher _____ principal _____ educational officer _____ others _____
8. Have you ever taken further training to upgrade your qualification? Yes No
9. Have you ever trained pedagogical training? Yes No

Part II. Questions are written below to measure the implementation of cooperative training in Dessie. Show your opinion in the items given 1-5 points accordingly.

Points of evaluation: - 1.Strongly Disagree 2.Disagree 3. Not sure 4. Agree 5.

Strongly agree

1. What are the challenges encountered in applying cooperative training in Dessie TVET colleges?

No	Questions	measuring scales				
		1	2	3	4	5
1.1	Assigned trainees to each organization based on their field of study and interest for cooperative training					
1.2	Rotation on various work stations is possible to trainees to get experiences and skills					
1.3	The organization assignment is related to the trainee field of study					
1.4	The criteria to assign trainees in organization for cooperative training is fair					
1.5	The distance travelled matters the trainees in cooperative training					
1.6	The time allotted for cooperative training is sufficient to acquire the required knowledge and skill					
1.7	The number of trainees assigned for each organization for cooperative training is reasonable					
1.8	There is pocket money for trainees as incentive during the training					
1.9	The place of the trainees lived matters the training in terms of cost					
1.10	Most organizations serve trainees with good manner and approach					
1.11	Trainers are well qualified, competent and motivated to train					
1.12	There are clear criteria set to select cooperative training offering organization					
1.13	Workers in organization have good willing to help trainees in training for better skill and experience					

Vocational supervisors/councilors

No	Questions	measuring scales				
		1	2	3	4	5
1.14	Trainers are practically knowledgeable and experienced to train trainees					
1.15	Trainers are participating in controlling trainees in the class and during cooperative training					
1.16	Trainers follow up the progress of the trainees in the class and during cooperative training					
1.17	Trainers prepare plan for cooperative training					
1.18	Trainees are well motivated and wants to perform the task and duties on time					
1.19	Trainees involve to help other employee during difficulties					

2. To what extent the curriculum applied in the training institutions relevant to cooperative training offered in organization?

No	Questions	measuring scales				
		1	2	3	4	5
2.1	There are sufficient organization that provide cooperative training according to the curriculum					
2.2	The training in cooperative training is related to what the trainee learned at TVET					
2.3	The curriculum is flexible to adapt the current situation of cooperative training					
2.4	There is a linkage of theory and practical work during cooperative training					
2.5	The delivery of cooperative training depending on curriculum and need of trainee					

3. How is the follow up facilitated in order to evaluate the trainee's in cooperative training?

No	Questions	measuring scales				
		1	2	3	4	5
3.1	There is clear criteria set to evaluate the trainee during the training					
3.2	There is a continuous flow of information about the trainee to the TVET institution from the organization assigned for cooperative training					
3.3	The person who trained during the training evaluates the trainee					

4. How were the enterprises organized in providing cooperative training?

No	Questions	measuring scales				
		1	2	3	4	5
4.1	Equipments are relevant and similar to the occupation for practical training in cooperative training offering organization					
4.2	Machines are relevant and similar to the occupation for practical training in cooperative training offering organization					
4.3	Materials are relevant and similar to the occupation for practical training in cooperative training offering organization					
4.4	Access of organized workshops in offered organization for cooperative training					
4.5	There are laws supporting the implementation of cooperative training					
4.6	The enterprises give training based on the curriculum of cooperative training					
4.7	There are sufficient materials in cooperative training supplied by the organization for					
4.8	There are sufficient organizations that provides cooperative training according to the curriculum					
4.9	Cooperative training placement is applicable and matched with the curriculum learned in the TVET institutions					
4.10	Quality, relevance and efficiency of graduate's is acceptable by labor market					

5. How strong the relation between the TVET colleges and the training institutions in implementing the cooperative training?

No	Questions	measuring scales				
		1	2	3	4	5
5.1	Cooperative training gives sustainable and equitable benefit to organization and the trainee					
5.2	There are laws that relate the TVET Colleges and training institutions to work together					
5.3	Monitoring and evaluating trainee performance progress by the organization to report to TVET institutions					
5.4	Organization supervisors often communicate with TVET institutions during cooperative training					
5.5	Trainees have effective training skills after the cooperative training					
5.6	Organization cover the cost of training materials during cooperative training					
5.7	Organization contributed money (financial support) for TVET institutions					
5.8	Most organization are willing to accept trainees for cooperative training					

For vocational councilors

5.9	The TVET program for cooperative training is acceptable by the stake holders					
5.10	The stake holders have fully discussed before the implementation of cooperative training					
5.11	The stake holders are well informed about the cooperative training					

Write any idea or comments that you think not mentioned here to be considered for the completion of the study. _____

Appendix D

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL AND VOCATIONAL MANAGEMENT

Interview guide I

Principals

Questions

1. Is there any legal agreement with the organization for cooperative training?
2. Could you get sufficient organization for cooperative training?
3. Do you have programs to create awareness to stake holders about cooperative training?
4. Do organizations share or totally cover the expense of the trainee during cooperative training?
5. How do you measure the effectiveness of the cooperative training?
6. How do you follow up the implementation of cooperative training?
7. Would you please mention major problems you face during the implementation of cooperative training?
8. What possible outcomes would you suggest to overcome the problems on cooperative training?

Appendix E

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

Interview guide II

Interview for organization

Name of the organization _____

Address _____

Types of business _____

Types of ownership _____

Number of employee in the organization _____

Number of TVET trainees that attend for cooperative training in a year _____

Questions

1. Is there any legal agreement with the TVET institutions for cooperative training?
2. How do you limit the number of trainees in your organization for cooperative training each year?
3. Is there any legal agreement with the trainees as a contract?
4. Does your organization contributes for cost sharing (or as incentives) or covers the total expense for trainees?
5. Does your organization participate in curriculum preparation?
6. Did you participate in any discussion concerned about cooperative training?
7. Would you please mention major problems you face during the implementation of cooperative training?
8. What possible outcomes would you suggest to overcome the problems on cooperative training?

Appendix F

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ክፍል

የሥነ - ትምህርት እና የሥነ - ባህሪ ጥናት ኮሌጅ

በቮኬሽናል ሱቲርቫይዘር እና ካውንስለሮች የሚሞላ በጋራ ስልጠና ላይ/on cooperative training/የተዘጋጀ መጠይቅ:

ውድ መልስ ሰጭ

የዚህ መጠይቅ ዋና ዋና ዓላማ በደሴ ከተማ የሙያ ማሰልጠኛዎች እና ተባባሪ አካላት መካከል ስለሚስተዋል የትብብር መንፈስ ከሙያ ማሰልጠኛ ሱቲርቫይዘር እና ካውንስለሮች መረጃ መሰብሰብ ነው።
: በመሆኑም ግልፅ እና ትክክልና መረጃ በመስጠትም የዚህን ጥናት ጠቀሜታ እና ተግባራዊነት ያገኛል።
የርስዎም ምላሽ ስትምህርት እና ምርምር ተግባር ከመዋል ለሌላ ማንኛውም ተግባር እንደማይውል ሳረጋግጥልዎም አፈልጋለሁ።

1. አባቱዎ መልስዎን በግልጽነት እና በጥልቀት በማሰብ ይስጡ
2. ስምዎን አይጻፉ
3. ማብራሪያ ሰሚሽ ጥያቄዎች ምላሽዎ በዋናው ሃሳብ ላይ ያጠነጠነና የተመጠነ ይሁን
4. አማራጭ መልስ ያሰው ጥያቄ ከሆነ ✓ ምልክት ያድርጉ

ስትብብርዎ በጣም አመሰግናለሁ!

ክፍል 1: የግል መረጃ

1. የሙያ ማሰልጠኛ ተቋሙ ስም _____
2. ጾታ: ወንድ ሴት
3. ዕድሜ: 20-30 31-40 41-50 ከ50 በላይ
4. የት/ደረጃ: ሺ/ቢ.ኤስ.ሲ ሺ/ኤም.ኤስ.ሲ ሴ.ሳ
5. የተመረቀበት ሙያ ዓይነት _____
6. በማስተማር ላይ የሚገኙበት ዘርፍ _____
7. አገልግሎት ዘመን: በመምህርነት _____ በርእሰ መምህርነት _____
በትምህርት አመራርነት _____ በሌላ የአገልግሎት ዘርፍ _____
8. ሙያዎትን ለማሻሻል ተጨማሪ ስልጠና ወስደዋል? ወስኛለሁ አልወሰድኩም
9. የማስተማር ሥልጠና ወስደዋል? ወስኛለሁ አልወሰድኩም

ክፍል ሁለት:- በደሴ ከተማ የትብብር ሥልጠና አፈጻጸምን በተመለከተ ጥያቄዎች ቀርቦዋል።

የርስዎን አስተያየት በተሰጡት ክ1-5 አማራጮች አማካይነት ያመልክቱ።

የግምገማ ነጥቦች: 1. በፍጹም አልማማም 2. አልማማም 3. አርግጠኛ አይደለሁም 4. አማማም 5. በጣም አማማም

1. በደሴ ከተማ የቴክኒክና ሙያ ትምህርትን በጋራ/በትብብር ስመስጠት የሚያጋጥሙ ችግሮች

ምን ምን ይሆኑ?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
1.1	ሰጠግኞች ወደ ተባባሪ ድርጅቶች የሚላኩት በተማሪበት የሙያ ዘርፍና ፍላጎት አንጻር ነው					
1.2	የተሻሻ ብቃት እና ልምድ ከማግኘት አንጻር ሰጠግኞች በተመደቡበት የተባባሪ ድርጅቱ የስራ ክፍሎች እየተዘጋጁ የመሰራት ሁኔታ ተመቻችቷል					
1.3	የተመረጠው ድርጅት ከተሰጠው ሥልጠና ጋር ተዛማጅነት አለው					
1.4	ሰጠግኞችን ለተባባሪ ድርጅቶች መመደቢያ መስፈርቱ ፍትሃዊ ነው					
1.5	ሰጠግኞች የሚጓዙት ርቀት የትብብር ስልጠናው ላይ ተጽዕኖ አለው					
1.6	ሰትብብር ስልጠናው የሚሰጠው ጊዜ የተፈለገውን እውቀት እና ብቃት ለማዳበር በቂ ነው					
1.7	ሰኔዎንዳንዱ ተባባሪ ድርጅት የሚመደቡት ሰጠግኞች ቁጥር የተመጣጠነ ነው					
1.8	ሰስልጠና በሚወጡበት ወቅት ሰጠግኞች የኪስ ገንዘብ ይስጣቸዋል					
1.9	የሰጠግኞች መኖሪያ ሥፍራ ሰጠግኞችን ለተሰደዩ ተጨማሪ ወጪዎች በመዳረግ ስልጠናው በተገቢው ሁኔታ እንዳይካሄድ ያደርጋል					
1.10	አብዛኞቹ ተባባሪ ድርጅቶች ሰጠግኞችን በትህትናና አክብሮት ያስተናግዳሉ					
1.11	ሰጠግኞች ስልጠናው በበቂ ሁኔታ የተዘጋጁ፣ ተፎካካሪ እና ተነሳሽነት ያላቸው ናቸው					
1.12	የትብብር ሥልጠና ሲሰጡ የሚመረጡትን ድርጅቶች መምረጫ ትክክልና መስፈርት አለ					
1.13	በተባባሪ ድርጅቶች ውስጥ የሚገኙት ነባር ሰራተኞች ሰጠግኞችን ለመርዳት ሙሉ ፍላጎት እና ዝግጅት አላቸው					

ስቴክኒክና ሙያ አሰጠግኞች/ ካውንስሰሮች የተዘጋጁ

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
1.14	አሰጠግኞች ለማሰልጠን ያላቸው የት/ደረ እና ብቃት የሚመጥን ነው					
1.15	አሰጠግኞች በክፍል ውስጥ፣ በተግባር ሥልጠና ወቅትም ይሁን ስልምድ በሚላኩባቸው ድርጅቶች በመንቀሳቀስ ቁጥጥር ያደርጋሉ					
1.16	አሰጠግኞች የሰጠግኞችን መሻሻል ክትትል ያደርጋሉ					
1.17	አሰጠግኞቹ የማሰልጠኛ ዕቅድ አዘጋጅተው ይንቀሳቀሳሉ					
1.18	አሰጠግኞች የማሰልጠን ፍላጎታቸው እና የመተግበር ብቃታቸው እንዲሁም የጊዜ አጠቃቀም ፍላጎትና ብቃታቸው ከፍ ያለ ነው					
1.19	አሰጠግኞች እርስ በርስ በመረዳዳት ባህሪ ውስጥ ተሳታፊ ናቸው					

2. በማሰልጠኛ ተቋማት ውስጥ እየተተገበረ ያለው ካሪኩሎም እና በተባባሪ ድርጅቶች ውስጥ ያለው አሰራር ግንኙነት ምን ያህል ነው?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
2.1	በካሪኩሎም መሰረት የሙያ ስልጠና ትብብር ለማድረግ የሚችሉ በቂ ድርጅቶች አሉ					
2.2	በተባባሪ ድርጅቶች ውስጥ የሚሰጠው ስልጠና በትምህርት ቤት ከተሰጠው ጋር ተዛማጅነት አለው					
2.3	ካሪኩሎም ከሁኔታዎች እና ወቅቱ ጋር ለመሄድ የሚያስችል ልዩነት/ flexibility / አለው					
2.4	በንድፈ ሀሳብ እና ተግባራዊ ትምህርት ወቅት በቂ ግንኙነት አለ					
2.5	የትብብር ስልጠናው የሚሰጠው በሰጠው ፍላጎት እና በካሪኩሎም መሰረት ነው					

3. በሥልጠና ሥፍራ ሰጪዎችን የመከታተሉ ሂደት እንዴት ይከናወናል?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
3.1.	በሥልጠና ወቅት ሰጪዎችን ለመገምገም የሚያስችል የማያወሳዳ መሰረርት ተቀምጧል					
3.2.	ከተባባሪ ድርጅቶች ስለ ሰጪዎች የሚሰጥ የማያቋርጥ/ተከታታይነት ያለው መረጃ ለሰጪዎች ይደርሳል					
3.3	በስልጠና ወቅት ሲያሰለጥን የነበረው ግለሰብ ሰጪዎችን ይገመግማል					

4. ተባባሪ ድርጅቶች ሥልጠና ለመስጠት እንዴት ተደራጅተዋል?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
4.1	የሥልጠና ቀላቀሶች ከዋናው ማሰልጠኛ ተቋም ጋር ተመሳሳይነት እና ተዛማጅነት ያላቸው ናቸው					
4.2	የሥልጠና ማሰቢያዎች ከዋናው ማሰልጠኛ ተቋም ጋር ተመሳሳይነት እና ተዛማጅነት ያላቸው ናቸው					
4.3	የሥልጠና ማቴሪያዎች ከዋናው ማሰልጠኛ ተቋም ጋር ተመሳሳይነት እና ተዛማጅነት ያላቸው ናቸው					
4.4	የማሰልጠኛ ምርክሻጎች እንደልብ ተዘጋጅተዋል					
4.5	የትብብር ሥልጠናን ለመስጠት የሚያስችሉ ህጎች ተዘጋጅተዋል					
4.6	ተባባሪ ድርጅቶች ስልጠናውን የሚሰጡት በተዘጋጀው ካሪኩሎም መሰረት ነው					
4.7	በቂ እና ደህንነታቸው የተጠበቁ የሥልጠና ቀላቀሶች በድርጅቶች በኩል ይቀርባሉ					
4.8.	በቂ ቁጥር ያላቸው ተባባሪ አሰጪዎች ድርጅቶች ይገኛሉ					
4.9	በቴክኒክና ሙያ የተሰጡ ትምህርቶች እና በተባባሪ ድርጅቶች መካከል የተጣጣሙ የስልጠና መርሃ ግብር ተዘርግቷል					
4.10	የሰጪዎች ብቃት/ተዛማጅ ስልጠና እና ውጤታማነት በገበያው ላይ ተፈላጊነት አለው					

5. በቴክኒክና ሙያ ተቋማቱ እና በተባባሪ ድርጅቶች መካከል ያለው ቁርኝት ምን ያህል ጠንካራ ነው?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
5.1	የትብብር ስልጠና ለድርጅቱም ይሁን ለሰጪዎች አኩል እና ቀጣይነት ያለው ጥቅም ያስገኛል					
5.2	የቴክኒክና ሙያ ተቋማትን እና ተባባሪ አሰጪዎች ድርጅቶችን አገናኝ ህጎች ተዘጋጅተዋል					
5.3	የሰጪዎችን እድገት እና ሁኔታ በመከታተል ለ ቴ/ሙ/ተ ሪፖርት ያደርጋሉ					
5.4	የድርጅቶች እና ቴ/ሙ/ተዋጭ ተቆጣጣሪዎች ያሳሰሱ ግንኙነት አላቸው					
5.5	ሰጪዎች በቂ የሚባል እውቀት እና ክህሎት ከስልጠና በኋላ ያገኛሉ					
5.6	በስልጠና ወቅት ድርጅቶች የስልጠና ወጭ ይሸፍናሉ					
5.7	ድርጅቶች ለቴ/ሙ/ተ የገንዘብ ድጋፍ ያደርጋሉ					
5.8	አብዛኛዎቹ ድርጅቶች ሰጪዎችን ተቀብሎ ለማሰልጠን ፍላጎት አላቸው					

ስቴክኒክና ሙዶ አሰልጣኞች/ ካውንስሰሮች የተዘጋጀ

5.9	የቴ/ሙ/ተ የስልጠና መርሃ ግብር በሚመለከታቸው አካላት ተቀባይነት አለው					
5.10	የሚመለከታቸው አካላት መርሃ ግብሩ ከመተግበሩ በፊት ወይም አድርገውበታል					
5.11	የሚመለከታቸው አካላት/ስቴክ ሆልደርስ/ ስል ቴ/ሙ/ተ ሥልጠና በቂ መረጃዎች አላቸው					

አስተጠቃላይ ወይም መነሳት ነበረባቸው የሚሏቸው ሴሎች ሃሳቦች ወይም አስተያየት ካለዎት ቀጣዩን ክፍት ቦታ ይጠቀሙ

አመሰግናለሁ

Appendix G

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ክፍል

የሥነ - ትምህርት እና የሥነ - ባህሪ ጥናት ኮሌጅ

በአሰልጣኞች የሚሞላ በጋራ ስልጠና/on cooperative training/ ላይ የተዘጋጀ መጠይቅ:

ውድ መስሰ ሰጭ

የዚህ መጠይቅ ዋና ዋና ዓላማ በደሴ ከተማ የሙያ ማሰልጠኛዎች እና ተባባሪ አካላት መካከል ስለሚስተዋል የትብብር መንፈስ ከሙያ ማሰልጠኛ አሰልጣኝ መረጃ መሰብሰብ ነው። በመሆኑም ግልፅ እና ትክክልና መረጃ በመስጠትም የዚህን ጥናት ጠቀሜታ እና ተግባራዊነት ያገላግላል። የርስዎም ምላሽ ስትምህርት እና ምርምር ተግባር ከመዋል ስሌት ማንኛውም ተግባር እንደማይውል ሳረጋግጥልዎም አፈልጋለሁ።

5. አባቱም መስሰዎን በግልጽነት እና በጥልቀት በማሰብ ይስጡ
6. ስምዎን አይጻፉ
7. ማብራሪያ ስሜት ጥያቄዎች ምላሽዎ በዋናው ሃሳብ ላይ ያጠነጠነና የተመጠነ ይሁን
8. አማራጭ መስሰ ያሰው ጥያቄ ከሆነ ✓ ምልክት ያድርጉ

ስትብብርዎ በጣም አመሰግናለሁ!

ክፍል 1: የግል መረጃ

1. የሙያ ማሰልጠኛ ተቋሙ ስም _____
2. ምታ: ወንድ ሴት
3. ዕድሜ: 20-30 31-40 41-50 ከ50 በላይ
4. የት/ደረጃ: ቢኤ/ቢኤስሲ ኤምኤ/ኤምኤስሲ ሴላ
5. የተመረቀበት ሙያ ዓይነት _____
6. በማስተማር ላይ የሚገኙበት ዘርፍ _____
7. አገልግሎት ዘመን: በመምህርነት _____ በትምህርት አመራርነት _____
በሴላ የአገልግሎት ዘርፍ _____
8. ሙያዎትን ለማሻሻል ተጨማሪ ስልጠና ወስደዋል? ወስኛለሁ አልወሰድኩም
9. የማስተማር ሥልጠና ወስደዋል? ወስኛለሁ አልወሰድኩም

ክፍል ሁለት፡- በደሴ ከተማ የትብብር ሥልጠና አፈጻጸምን በተመለከተ ጥያቄዎች ቀርቦዋል፡፡

የርስዎን አስተያየት በተሰጡት ከ1-5 አማራጮች አማካይነት ያመልክቱ፡፡

የግምገማ ነጥቦች፡ 1. በፍጹም አልሰማም 2. አልሰማም 3. አርግጠኛ አይደለም 4. አሰማሁ 5. በጣም አሰማሁ

6. በደሴ ከተማ የቴክኒክና ሙያ ትምህርትን በጋራ/በትብብር ለመስጠት የሚያጋጥሙ ችግሮች

ምን ምን ይሆኑ?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
1.1	ሰጠጣኞች ወደ ተባባሪ ድርጅቶች የሚላኩት በተማራበት/በሰለጠኑበት የሙያ ዘርፍ ፍላጎት አንጻር ነው					
1.2	የተሻሻለ ብቃት እና ልምድ ከማግኘት አንጻር ሰጠጣኞች በተመደቡበት የተባባሪ ድርጅቱ የስራ ክፍሎች እየተዘዘሩ የመሰራት ሁኔታ ተመቻችቷል					
1.3	የተመረጠው ድርጅት ከተሰጠው ሥልጠና ጋር ተዛማጅነት አለው					
1.4	ሰጠጣኞችን ለተባባሪ ድርጅቶች መመደቢያ መስፈርቱ ፍትሃዊ ነው					
1.5	ሰጠጣኞች የሚገኙበት ርቀት የትብብር ስልጠናው ላይ ተጽዕኖ አለው					
1.6	ስትብብር ስልጠናው የሚሰጠው ጊዜ የተፈለገውን እውቀት እና ብቃት ለማዳበር በቂ ነው					
1.7	ለአዎንታዊ ተባባሪ ድርጅት የሚመደቡት ሰጠጣኞች ቁጥር የተመጣጠነ ነው					
1.8	ሰጠጠና በሚወጡበት ወቅት ሰጠጣኞች የኪስ ገንዘብ ይሰጣቸዋል					
1.9	የሰጠጣኞች መኖሪያ ሥፍራ ሰጠጣኞችን ለተሰደደ ተጨማሪ ወጪዎች በመዳረግ ስልጠናው በተገቢው ሁኔታ እንዳይካሄድ ያደርጋል					
1.10	አብዛኞቹ ተባባሪ ድርጅቶች ሰጠጣኞችን በትህትናና አክብሮት ያስተናግዳሉ					
1.11	ሰጠጣኞች ስልጠናው በበቂ ሁኔታ የተዘጋጁ፣ ተፎካካሪ እና ተነሳሽነት ያላቸው ናቸው					
1.12	የትብብር ሥልጠና ሲሰጡ የሚመረጡትን ድርጅቶች መምረጫ ትክክልና መስፈርት አለ					
1.13	በተባባሪ ድርጅቶች ውስጥ የሚገኙት ነባር ሰራተኞች ሰጠጣኞችን ለመርዳት ሙሉ ፍላጎት እና ዝግጅት አላቸው					

ስቴክኒክና ሙያ አሰጠጣኞች

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
1.14	አሰጠጣኞች ተግባራቸውን በፍላጎት እና በተሰጣቸው የጊዜ ገደብ ለመፈጸም ተነሳሽነት አላቸው					
1.15	አሰጠጣኞች በተሰደደ ትብብር አስፈላጊ በሆነበት ወቅት ይተባበራሉ					
1.16	አሰጠጣኞች ማሻገጫን በሥርዓት እና በጥንቃቄ ይደዛሉ					
1.17	ሰጠጣኞች እንደ ተቀጣሪ ግለሰብ ራሳቸውን በመቀጠር ተግባራቸውን ይወጣሉ					
1.18	የድርጅቱን ጸጥታ በቅርበት መከታተል ብቃት					
1.19	አሰጠጣኞች አስተያየቶችን እና ማረሚያዎችን ለመቀበል ዝግጁ ናቸው					
1.20	ከአካባቢያቸው ማህበረሰብ ጋር መልካም ግንኙነት ለመፍጠር ዝግጁ ናቸው					
1.21	በተቀጠረበት ድርጅት የነገት ስሜት ተሰምቷቸው ኃላፊነት ይቀበላሉ					

2. በማሰልጠኛ ተቋማት ውስጥ እየተተገበረ ያለው ካሪኩሎም እና በተባባሪ ድርጅቶች ውስጥ ያለው አሰራር ግንኙነት ምን ያህል ነው?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
2.1	በካሪኩሎም መሰረት የሙያ ስልጠና ትብብር ለማድረግ የሚችሉ በቂ ድርጅቶች አሉ					
2.2	በተባባሪ ድርጅቶች ውስጥ የሚሰጠው ስልጠና በትምህርት ቤት ከተሰጠው ጋር ተዛማጅነት አለው					
2.3	ካሪኩሎም ከሁኔታዎች እና ወቅቱ ጋር ለመሄድ የሚያስችል ልዩነት/ flexibility / አለው					
2.4	በንድፈ ሀሳብ እና ተግባራዊ ትምህርት ወቅት በቂ ግንኙነት አለ					
2.5	የትብብር ስልጠናው የሚሰጠው በሰልጣኝ ፍላጎት እና በካሪኩሎም መሰረት ነው					

3. በሥልጠና ሥፍራ ሰልጣኞችን የመከታተሉ ሂደት እንዴት ይከናወናል?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
3.1.	በቴ/ሙ/ተቋማቱ ሥልጠናውን ለማስተባበር የሚመደቡ/የተመደቡ ካውንስሎሮች አሉ					
3.2.	ካውንስሎሮች ሰልጣኞች የካውንስሎንግ አገልግሎት ይሰጣሉ					
3.3	ካውንስሎሮች በየጊዜው በሚሰጡት ቦታ በመገኘት እገዛ ያደርጋሉ					
3.4	በስልጥና ወቅት ሰልጣኞችን ለመከታተል የሚያወሳዳ መስፈር አለ					
3.5	ለትብብር በተመረጠው እና በዋናው ማሰልጠኛ ተቋም መካከል ተከታታይነት ያለው መረጃ ሰጪው ሆኖ አለው					
3.6	በተባባሪ ድርጅት ውስጥ ሰልጣኝን ሲያሰጡትን የነበረው ግለሰብ ሰልጣኝን ይገመግመዋል::					

4. ተባባሪ ድርጅቶች ሥልጠና ለመስጠት እንዴት ተደራጅተዋል?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
4.1	የሥልጠና ቀሳቀሶች ከዋናው ማሰልጠኛ ተቋም ጋር ተመሳሳይነት እና ተዛማጅነት ያላቸው ናቸው					
4.2	የሥልጠና ማሻሻያ ከዋናው ማሰልጠኛ ተቋም ጋር ተመሳሳይነት እና ተዛማጅነት ያላቸው ናቸው					
4.3	የሥልጠና ማቴሪያሎች ከዋናው ማሰልጠኛ ተቋም ጋር ተመሳሳይነት እና ተዛማጅነት ያላቸው ናቸው					
4.4	የማሰልጠኛ ምርክሾች እንደልብ ተዘጋጅተዋል					
4.5	የትብብር ሥልጠናን ለመስጠት የሚያስችሉ ህጎች ተዘጋጅተዋል					
4.6	ተባባሪ ድርጅቶች ስልጠናውን የሚሰጡት በተዘጋጀው ካሪኩሎም መሰረት ነው					
4.7	በቂ እና ደህንነታቸው የተጠበቁ የሥልጠና ቀሳቀሶች በድርጅቶች በኩል ይቀርባሉ					
4.8.	በቂ ቁጥር ያላቸው ተባባሪ አሰልጣኝ ድርጅቶች ይገኛሉ					
4.9	በቴክኒክና ሙያ የተሰጡ ትምህርቶች እና በተባባሪ ድርጅቶች መካከል የተጣጣሙ የስልጠና መርሃ ግብር ተዘርግተዋል					
4.10	የሰልጣኞች ብቃት፣ተዛማጅ ስልጠና እና ውጤታማነት በገበያው ላይ ተፈላጊነት አለው					

5. በቴክኒክና ሙያ ተቋማቱ እና በተባባሪ ድርጅቶች መካከል ያለው ቁርኝት ምን ያህል ጠንካራ ነው?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
5.1	የትብብር ስልጠና ለድርጅቱም ይሁን ለሰጪዎች እኩል እና ቀጣይነት ያለው ጥቅም ያስገኛል					
5.2	የቴክኒክና ሙያ ተቋማትን እና ተባባሪ አሰጪዎች ድርጅቶችን አገናኝ ህገች ተዘጋጅተዋል					
5.3	የሰጪዎችን እድገት እና ሁኔታ በመከታተል ለ ቴ/ሙ/ተ ሪፖርት ያደርጋሉ					
5.4	የድርጅቶች እና ቴ/ሙ/ተቋማቱ ተቆጣጣሪዎች ያሳሰሱ ግንኙነት አላቸው					
5.5	ሰጪዎች በቂ የሚባል እውቀት እና ክህሎት ከስልጠና በኋላ ያገኛሉ					
5.6	በስልጠና ወቅት ድርጅቶች የስልጠና ወጭ ይሸፍናሉ					
5.7	ድርጅቶች ለቴ/ሙ/ተ የገንዘብ ደጋፊ ያደርጋሉ					
5.8	አብዛኛዎቹ ድርጅቶች ሰጪዎችን ተቀብሎ ለማሰልጠን ፍላጎት አላቸው					

ስቴክኒክና ሙያ አሰጪዎች

5.9	የቴ/ሙ/ተ የስልጠና መርሃ ግብር በሚመለከታቸው አካላት ተቀባይነት አለው					
5.10	የሚመለከታቸው አካላት መርሃ ግብሩ ከመተግበሩ በፊት ውይይት አደርገውበታል					
5.11	የሚመለከታቸው አካላት/ስቴክ ሆልደርስ/ ስል ቴ/ሙ/ተ ሥልጠና በቂ መረጃዎች አላቸው					

አስተጠቃሚው ወይም መነሳት ነበረባቸው የሚሏቸው ሴሎች ሃሳቦች ወይም አስተያየት ካለዎት ቀጣዩን ክፍት ቦታ ይጠቀሙ

አመሰግናለሁ

Appendix H

አዲስ አበባ ዩኒቨርሲቲ የድህረ ምረቃ ትምህርት ክፍል

የሥነ - ትምህርት እና የሥነ -ባህሪ ጥናት ኮሌጅ

በሰልጣኞች የሚሞላ በጋራ ስልጠና ላይ/on cooperative training/ የተዘጋጀ መጠይቅ:

ውድ መልስ ሰጭ

የዚህ መጠይቅ ዋና ግላጭ በደሴ ከተማ የሙያ ማሰልጠኛዎች እና ተባባሪ አካላት መካከል ስለሚስተዋል የትብብር መንፈስ ከሙያ ሰልጣኞች መረጃ መሰብሰብ ነው። በመሆኑም ግልፅ እና ትክክልና መረጃ በመስጠትም የዚህን ጥናት ጠቀሜታ እና ተግባራዊነት ያገላግላል። የርስዎም ምላሽ ስትምህርት እና ምርምር ተግባር ከመዋል ስሌት ለማንኛውም ተግባር እንደሚደውል ሳረጋግጥልዎትም አፈጋገበሁ።

1. አባቱዎ መልስዎን በግልጽነት እና በጥልቀት በማሰብ ይስጡ
2. ስምዎን አይጻፉ
3. ማብራሪያ ስሚሽ ጥያቄዎች ምላሽዎ በዋናው ሃሳብ ላይ ያጠነጠነና የተመጠነ ይሁን
4. አማራጭ መልስ ያሰው ጥያቄ ከሆነ ✓ ምልክት ያድርጉ

ስትብብርዎ በጣም አመሰግናለሁ!

ክፍል 1: የግል መረጃ

1. የሙያ ማሰልጠኛ ተቋም ስም _____
2. ጾታ: ወንድ ሴት
3. ዕድሜ: ከ20 በታች 21-25 26-30 ከ30 በላይ
4. የሚሰጠው የሙያ ስልጠና ፕሮግራም _____
5. ዲፓርትመንት _____
6. በመከታተል ላይ የሚገኙት ፕሮግራም “level” _____
7. በስልጠና ወቅት የህንጻ ሁኔታ ከቤተሰብ ጋር ከዘመድ ጋር በኪራይ ሌላ
8. በስልጠና ወቅት የቦታ ርቀት ከምትኖርበት ቤት ቅርብ መካከለኛ ረቀ

ክፍል ሁለት:- በደሴ ከተማ የትብብር ሥልጠና አፈጻጸምን በተመለከተ ጥያቄዎች ቀርቦታል።

የርስዎን አስተያየት በተሰጡት ክ1-5 አማራጮች አማካይነት ያመልክቱ።

የግምገማ ነጥቦች: 1. በፍጹም አልሰማም 2. አልሰማም 3. አርግጠኛ አይደለም 4. አሰማሁ 5. በጣም አሰማሁ

1. በደሴ ከተማ የቴክኒክና ሙያ ትምህርትን በጋራ/በትብብር ለመስጠት የሚያጋጥሙ ችግሮች ምን ምን ይሆኑ?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
1.1	ሰጠላችን ወደ ተባባሪ ድርጅቶች የሚላኩት በተማሪዎች/በሰለጠኑበት የሙያ ዘርፍ ፍላጎት አንጻር ነው					
1.2	የተሻለ ብቃት እና ልምድ ከማግኘት አንጻር ሰጠላችን በተመደቡበት የተባባሪ ድርጅቱ የሰራ ክፍሎች እየተዘዘሩ የመሰረት ሁኔታ ተመቻችቷል					
1.3	የተመረጠው ድርጅት ሰጠላችን ከተሰጠው ሥልጠና ጋር ተዛማጅነት አለው					
1.4	ሰጠላችንን ለተባባሪ ድርጅቶች መመደቢያ መስፈርቱ ፍትሃዊ ነው					
1.5	ሰጠላችን የሚገኙበት ርቀት የትብብር ስልጠናው ላይ ተጽዕኖ አለው					
1.6	ስትብብር ስልጠናው የሚሰጠው ጊዜ የተፈለገውን እውቀት እና ብቃት ለማዳበር በቂ ነው					
1.7	ለአዳጋጅና ተባባሪ ድርጅት የሚመደቡት ሰጠላችን ቁጥር የተመጣጠነ ነው					
1.8	ሰጠላችን በሚወጡበት ወቅት ሰጠላችን የኪስ ገንዘብ ይሰጣቸዋል					
1.9	የሰጠላችን መኖሪያ ሥፍራ ሰጠላችንን ለተሰደደ ተጨማሪ ወጪዎች በመዳረግ ስልጠናው በተገቢው ሁኔታ አንዳይካሄድ ያደርጋል					
1.10	አብዛኛዎቹ ተባባሪ ድርጅቶች ሰጠላችንን በትህትናና አክብሮት ያስተናግዳሉ					
1.11	ሰጠላችን ስልጠናው በበቂ ሁኔታ የተዘጋጁ፣ ተፎካካሪ እና ተነሳሽነት ያላቸው ናቸው					
1.12	የትብብር ሥልጠና ሲሰጡ የሚመረጡት ድርጅቶች መምሪያ ትክክልና መስፈርት አሉ					
1.13	በተባባሪ ድርጅቶች ውስጥ የሚገኙት ነባር ሰራተኞች ሰጠላችንን ለመርዳት ሙሉ ፍላጎት እና ዝግጅት አላቸው					

2.

2. በማሰልጠኛ ተቋማት ውስጥ እየተተገበረ ያለው ካሪኩሰም እና በተባባሪ ድርጅቶች ውስጥ ያለው አሰራር ግንኙነት ምን ያህል ነው?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
2.1	በካሪኩሰሙ መሰረት የሙያ ስልጠና ትብብር ለማድረግ የሚችሉ በቂ ድርጅቶች አሉ					
2.2	በተባባሪ ድርጅቶች ውስጥ የሚሰጠው ስልጠና በትምህርት ቤት ከተሰጠው ጋር ተዛማጅነት አለው					
2.3	ካሪኩሰሙ ከሁኔታዎች እና ወቅቱ ጋር ለመሄድ የሚያስችል ልዩነት/ flexibility / አለው					
2.4	በንድፈ ሀሳብ እና ተግባራዊ ትምህርት ወቅት በቂ ግንኙነት አለው					
2.5	የትብብር ስልጠናው የሚሰጠው በሰጠላችን ፍላጎት እና በካሪኩሰሙ መሰረት ነው					

3. በሥልጠና ሥፍራ ሰጠላችንን የመከታተሉ ሂደት እንዴት ይከናወናል?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
3.1.	በቴ/ሙ/ተቋማቱ ሥልጠናውን ለማስተባበር የሚመደቡ/የተመደቡ ካውንስለሮች አሉ					
3.2.	ካውንስለሮቹ ሰጠላችንን የካውንስለንግ አገልግሎት ይሰጣሉ					
3.3	ካውንስለሮቹ በየጊዜው በሚሰጡበት ቦታ በመገኘት እገዛ ያደርጋሉ					
3.4	በስልጥና ወቅት ሰጠላችንን ለመከታተል የሚያወሳዳ መስፈር አለው					
3.5	ስትብብር በተመረጠው እና በዋናው ማሰልጠኛ ተቋም መካከል ተከታታይነት ያለው መረጃ ልውውጥ አለው					
3.6	በተባባሪ ድርጅት ውስጥ ሰጠላችንን ሲያሰሉትን የነበረው ግለሰብ ሰጠላችንን ይገመግመዋል።					

4. ተባባሪ ድርጅቶች ሥልጠና ስመስጠት እንዴት ተደራጅተዋል?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
4.1	የሥልጠና ቁሳቁሶች ከዋናው ማሰልጠኛ ተቋም ጋር ተመሳሳይነት እና ተዛማጅነት ያላቸው ናቸው					
4.2	የሥልጠና ማሸናፊ ከዋናው ማሰልጠኛ ተቋም ጋር ተመሳሳይነት እና ተዛማጅነት ያላቸው ናቸው					
4.3	የሥልጠና ማቴሪያሎች ከዋናው ማሰልጠኛ ተቋም ጋር ተመሳሳይነት እና ተዛማጅነት ያላቸው ናቸው					
4.4	የማሰልጠኛ ምርክሻገኝ እንደልብ ተዘጋጅተዋል					
4.5	የትብብር ሥልጠናን ስመስጠት የሚያስችሉ ህጎች ተዘጋጅተዋል					
4.6	ተባባሪ ድርጅቶች ስልጠናውን የሚሰጡት በተዘጋጀው ካሪኩለም መሰረት ነው					
4.7	በቂ እና ደህንነታቸው የተጠበቁ የሥልጠና ቁሳቁሶች በድርጅቶቹ በኩል ይቀርባሉ					
4.8	በቂ ቁጥር ያላቸው ተባባሪ አሰልጣኝ ድርጅቶች ይገኛሉ					
4.9	በቴክኒክና ሙያ የተሰጡ ትምህርቶች እና በተባባሪ ድርጅቶች መካከል የተጣጣሙ የስልጠና መርሃ ግብር ተዘርግተዋል					
4.10	የሰልጣኞች ብቃት፣ተዛማጅ ስልጠና እና ውጤታማነት በገበያው ላይ ተፈሳጊነት አለው					

5. በቴክኒክና ሙያ ተቋማቱ እና በተባባሪ ድርጅቶች መካከል ያለው ቀርኝት ምን ያህል ጠንካራ ነው?

ተ.ቁ	ጥያቄዎች	የመሰኪያ ደረጃዎች				
		1	2	3	4	5
5.1	የትብብር ስልጠና ለድርጅቱም ይሁን ለሰልጣኝ እኩል እና ቀጣይነት ያለው ጥቅም ያስገኛል					
5.2	የቴክኒክና ሙያ ተቋማትን እና ተባባሪ አሰልጣኝ ድርጅቶችን አገናኝ ህጎች ተዘጋጅተዋል					
5.3	የሰልጣኞቹን እድገት እና ሁኔታ በመከታተል ስ ቴ/ሙ/ተ ሪፖርት ያደርጋሉ					
5.4	የድርጅቶቹ እና ቴ/ሙ/ተቋማቱ ተቆጣጣሪዎች ያሳሰሱ ግንኙነት አላቸው					
5.5	ሰልጣኞች በቂ የሚባል እውቀት እና ክህሎት ከስልጠና በኋላ ያገኛሉ					
5.6	በስልጠና ወቅት ድርጅቶቹ የስልጠና ወጭ ይሸፍናሉ					
5.7	ድርጅቶቹ ስቴ/ሙ/ተ የገንዘብ ድጋፍ ያደርጋሉ					
5.8	አብዛኛቹ ድርጅቶች ሰልጣኞቹን ተቀብሎ ለማሰልጠን ፍላጎት አላቸው					

አስተጠቀሱም ወይም መነሳት ነበረባቸው የሚሏቸው ሴሎች ሃሳቦች ወይም አስተያየት ካለዎት ቀጣዩን ክፍት ቦታ ይጠቀሙ

አመሰግናለሁ

DECLARATION

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

Ebrahim Omer

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

Messert Assefa (Dr.)