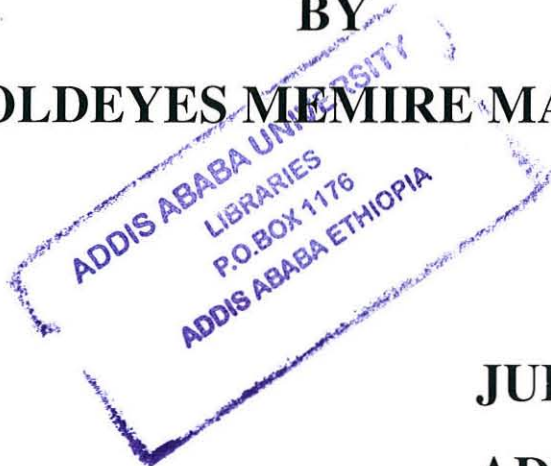


**A SURVEY STUDY ON OCCUPATIONAL COMPETENCE  
ASSESSMENT ADMINISTRATION AND THE DEGREE OF  
STAKEHOLDERS INVOLVEMENT PRACTICES:  
THE CASE OF THE CITY GOVERNMENT OF ADDIS ABABA**

**A Thesis Submitted to the School of Graduate Studies  
Addis Ababa University College of Education and Behavioral  
Studies**

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

**BY  
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**ADDIS ABABA**

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## Abstracts

*This research realized that the competence of individual workforce has to be confirmed continuously by means of occupational competence assessment process. It should not be one time task. Hence, the research was conducted to assess how much the occupational competence assessment administration process was practical in the CGAA under the title of "A Survey Study on Occupational Competence Assessment Administration Practices and Stakeholders' Involvement." Based on this, the researcher applied relevant research questions which dealt with the overall occupational competence assessment practices, capacity and mandate of the CGAA CoC, the extent of the stakeholders' involvement in the assessment system, the challenges of securing confidentiality, and the flow of applicants to take assessments. Based on that, the researcher used both primary and secondary data sources in order to get appropriate data for the study. For the purpose of the study the target populations covered were; the City Government of Addis Ababa CoC management and supervisors, assessment centers' coordinators, assessed trainers, Assessors and industry board member representatives. Accordingly, the researcher applied descriptive survey method to collect ideas, opinions and views from a relatively a large number of respondents. Moreover, the researcher used the possible both quantitative and qualitative data. In the study, three sampling techniques: purposive, availability, and systematic were employed to select sample respondents respectively. Four instruments: Interview, Questionnaire, Observation, and Document check in and six respondent groups with 136 sample sizes were considered. Three TVET colleges were selected by using purposive sampling technique from among the seven TVET colleges in CGAA and then sample sizes of assessed trainers from these colleges and focal persons were selected using systematic sampling technique. Finally, availability sampling technique was applied to select samples for supervisors, management members, and assessors respectively. The major finding indicated that the CoC is encountering with various problems and challenges to administer the competence assessments and the industries are not yet ready to take part in the assessment implementation program, most of the assessment centers are not standardized to conduct the practical assessments. Hence, the CoC needs assistance from all concerned sectors to be capacitated and fulfilled manpower and infrastructures to administer the assessments process in proper manner.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The Occupational Competency movement was initiated by David McClelland in the 1960s with a view to moving away from traditional attempts to describe competence in terms of knowledge, skills and attitudes. According to Collins (1992) instead of focusing on the specific self-image, values, traits, and motive dispositions the relatively enduring characteristics of people that are found to consistently distinguish outstanding performance from a given typical job or role is better. Thus, a trait that is a "competency" for one job might not predict outstanding performance in a different role.

The Education and Training Policy (TGE,1994) emphasizes that education and training programs should produce competent human resources required for different sectors of the economy and create employment opportunities for young people and citizens.

Similarly, the National TVET Strategy (MoE, 2008) stresses, that the quality of output of TVET delivery will be measured through competences achieved by trainees.

Currently the governments are placing considerable resources Keating (1992) at the disposal of the vocational and educational and training sector (VET) to restructure towards a competence based agenda and has met the deficiencies that they perceive exist between the system and future national needs. There are similar pressures on Higher Education both to respond to related articulation issues and to be more precise in terms of outcomes (Guthrie, 1994).

There is no reason why such pressures should be viewed as cumulative and in addition to the perennial struggles to facilitate more effective learning. The purpose of this study is that by taking a fresh look at the opportunities offered by a competence based approach some answers to both the need to clarify outcomes and the need to enhance the development of student cognitive strategies may be forthcoming. There must be a recognition that some incongruities do exist between the current national competence framework for Vocational Education and Training and the aims of the Higher Education

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## Acronyms and Abbreviations

The following acronyms are used in the study

AC	Assessment Center
AT	Assessment Tool
CoC	Center of Competence
ESDP	Education Sector Development Program
GDVT	General Directive for Vocational Training
NQC	National Qualification Certificate
NTQF	National TVET Qualifications Framework
OCA	Occupational Competence Assessment
OCACC	Occupational Competence Assessment and Certification Center
OS	Occupational Standard
RPL	Recognition of Prior Learning
TAP	Technical Advisory Panel
TEP	Technical Expert Panel
TESDA	Technical Education and Skills Development Authority
TGE	Transitional Government of Ethiopia
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UNESCO	United Nations Education Scientific and Cultural Organization

system. However this study takes the view that there are sufficient flaws in the current delivery of higher education to indicate that further examination of any system which might enhance real student learning should be pursued (Carmichael, 1993).

One of the major tasks in the process of re-focusing and re-orientation of the entire TVET system of the country is to establish occupational competence assessment system and assessment centers (MoE, 2008). This happened because many countries succeeded in assuring quality of training by administering assessment processes and certifying trainees based on successful achievement in trade testing.

The overall objective of the national TVET strategy (MoE, 2007) is to create a competent, motivated, adaptable and innovative workforce that plays pivotal roles in the poverty reduction and socio-economic development efforts of the country.

The system of verifying the competence of candidates needs to be formally structured and regulated. Moreover, the general directions of administering the assessment and certification system, in line with responsibilities, and accountabilities of each partner, should be clearly identified and pinpointed at all levels (MoE, 2010).

Economic development of any nation calls for availability of trained and skilled labor force. Without full engagement of adequate skilled people the desired level of development cannot be fully realized. To realize developmental needs of any nation the competence of individual workforce has to be confirmed by means of occupational competence assessment. Such an assessment needs proper and planned administration and organized center for the conduct of the assessment. In order to successfully undertake specific workplace function any worker needs to have all rounded personality with regard to his/her competence in the work place.

Hence, to know all the talents, underpinning knowledge, skill and attitude of a worker, he/she should undergo through relevant assessment process in order to prove competence specific job assignment. Therefore, the purpose of this study is to assess how this assessment implementation program is administered and conducted across the country.

As TESDA (2005) puts it, qualification is recognition of successful completion of training, skills acquired through informal learning and work, access to employment, pathway to further education, training and international recognition of workplace fitness.

*Skill competence assessment involves knowledge, know-how to perform, and attitudes indicated that performance based assessment requires individuals to apply their knowledge and skills in context, not merely completing a task on cue (Wiggins, 1993).*

According to UNESCO and ILO recommendations (2002), Assessment should be an integral part of the teaching and learning process, and its major function should be to ensure the availability of appropriate programs for the development of learners in accordance with their interests and capacities, and competence in the world of work.

The outcome of training delivered in the system is measured through a process of verification of a candidate's achieved competences, known as occupational/competence assessment. In occupational competence assessment it is not only a TVET graduate's competence that is to be assessed but also that of anyone who wants his/her competences to be recognized.

Ethiopian TVET system is reorganized into an outcome-based system. This means that identified competences of the labor market that are described in the occupational standards are the final benchmarks not only for training and learning activities but also for the assessment of competences and certification as well.

Thus, it would be necessary to establish a system to regulate and enable all involved to properly and successfully administer and implement the conduct of the entire assessment and certification system. Ethiopia is a federal republic composed of nine regions and two city administrations: Afar, Somali, Amhara, Oromia, Gambella, Benishangul Gumuz, Tigray, Harari, the Southern Nations Nationalities and Peoples Regions, Addis Ababa and Dire Dawa, respectively. Of which the seven ones have established center of competencies (CoCs), Addis Ababa, Diredawa, Oromia, Amhara, SNNRP, Tigry, and Harrari. (MoE, 2008).

As TESDA (2005) stated, the qualification and certification system is in keeping with the provisions of regional authority authorizing the agency, “to design, innovate and adopt processes and methodologies along with skill standards, assessment and certification.”

The target of the researcher is to conduct his study in the city government of Addis Ababa center of competence which is alleged to be an autonomous government organization under the umbrella of the city government of Addis Ababa delegated as the prominent centers of competence to properly and effectively administer Assessment and Certification process in Addis Ababa ([www.ocacc.gov.et](http://www.ocacc.gov.et), 2010).

The City government of Addis Ababa occupational competence assessment and certification center (OCACC) promotes occupational assessment throughout the city in collaboration with the industry through preparation of assessment tools development, training of industry assessors and accredit the assessment centers and conduct competence assessments in 12 occupational sectors which comprise of 51 occupations for candidates who graduate from different TVET Colleges and institutes and come from the world of work as well. ([www.ocacc.gov.et](http://www.ocacc.gov.et), 2010). It is one of the seven Center of Competences established in July 2008 as an independent government organization.

To enhance productivity, stimulate competitiveness, and bring about economic development, and skill development is important. Technical and vocational education and training (TVET) is the provision of skills, knowledge, attitude, and values needed for the place of work. Hence, to make this system practical this organization came into being under the title of Center of Competence (CoC).

According to the strategy document MoE (2008), occupational assessment will take place in designated or accredited public, private and industry assessment centres and then assessments will be conducted by accredited assessors, possibly experts from the world of work. In order to improve the employability of TVET graduates, occupational qualifications and certificates need to be recognized by employers. Federal TVET Sector will stipulate rules and procedures for assessment tool development, for conducting assessments and will facilitate, supervise and administer the system.

Pivotal to the process of meeting competency standards is the workplace assessor. The role of the assessor is to determine the competencies or lack of competencies of an individual against a prescribed benchmark in a reliable manner (Hase & Saenger, 2003). Assessment involves the process of making judgments based on the collection of evidence to determine competency, and is a crucial component of meeting training obligations under the certified agreement (Public Sector Industrial and Employee Relations, 2004). These key person candidates the competence of employees in the workplace as part of their normal work.

The partnership of the leading agencies of government and the private industries is one important factor that will assure the relevance of the occupational assessment and certification system to the manpower requirements of the private enterprises.

Hence, the purpose of this study is to assess and probe the overall responsibility of the CoC towards administering occupational competence assessment implementation program and involvement of industries in the City Government of Addis Ababa.

## **1.2 Statement of the Problem**

As MoE (2010) stated, the occupational competence assessment process has been underway since 2008 across the country to confirm that an individual is possessing and applying knowledge, skills and attitudes and can perform to the standards expected in the workplace as expressed in the relevant competence standards. It is apparent that, the occupational competence assessment administration needs strong and independent body to manage the whole process properly. Since the flow of candidates is very huge across the country, it was necessary to establish a center of competences (CoCs) since 2008.

Hence, from among the nine regions and two City Governments the seven regions were able to establish CoCs to administer the whole assessment processes under prescribed mandate and duties. In order to assure the competences of TVET graduates from different occupational qualification levels, and existing work force the Ministry has introduced national occupational competence assessment system.

The strategy document (MoE, 2008:27) conforms this as follows.

*Not only graduates of the formal program from different qualification levels, but also citizens who developed skills in any form (informal and non-formal trainings, apprenticeship) and feel they are competent are legible to take the assessment.*

This approach is exercised in many other countries (USA, Germany, UK, Australia, South Africa...) to validate competences acquired by any mechanisms with vocational qualifications demanded in the world of work.

In principle it is fully correct to assess and accredit competences gained out of formal education and training delivery. The questions are; who is going to evaluate and how this group should be evaluated? Should their evaluation methodology be similar with trainees or be different? It is clear that all candidates are assessed against the performance criteria pre-set in the occupational standards. Another question is do all groups read, understand, and write test items in the language? This may require policy; proper administration, and implementation attention and, full involvement and responsibility sharing with respective industries to utilize well qualified manpower for world of work.

The questions that may arise here include; what policy provisions are in place to administer the system regarding the above raised factors? How strength and organization of the system at different hierarchal levels are evaluated to commence competence assessments and run the system efficiently and effectively? The practices have been found Bysshe, & et al., (1998) to be helpful in preparing unemployed workers for new employment by certifying their competence in organized form.

It has also been discussed that the introduction of occupational competence assessment is new phenomenon to the Ethiopian TVET system, that it has become one of the main concerns of the TVET reform process and, that it requires fulfillment of many aspects to administer the system effectively.

Since, occupational competence assessment (OCA) is a continuous and non- stoppable process, there must be a way to establish a meaningful and tangible system to strengthen the manpower, industry involvement, capacity and number of assessment centers, availability of skilled and competent assessors, infrastructures at all levels.

As the number of candidates was increasing from time to time, it needed thorough study to administer the assessment practice and management. Previous studies however, had not addressed how the occupational competence assessment was administered.

Hence, the researcher believed that pressing issues relating to administering the OCA practice was worth studying and addressed the following basic questions by providing possible answers.

- 1.2.1 Was there an overall occupational competence assessment practices in Addis Ababa?
- 1.2.2 How was the assessment administration activities secured in CGAA?
- 1.2.3 How was the capacity of OCACC to administer the assessment process?
- 1.2.4 What were the capacity and mandate of the assessment centers to conduct the competence assessments?
- 1.2.5 How was the extent of involvement of the stakeholders in the assessment practices?
- 1.2.6 How were the challenges of confidentiality secured?
- 1.2.7 Was there any tangible plan to manage the large number of applicants/candidates who want to take assessments?

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

The general objective of the research was concentrated on as to how the city government of Addis Ababa occupational competence assessment and certification center carried out the assessment process.

In light of this, the specific objectives of this study were:

- 1.3.1 to investigate the overall assessment practices in the CGAA.
- 1.3.2 to survey the capacity of the OCACC in administering the assessment activities
- 1.3.3 to explore the capacity and mandate of the assessment centers in conducting the assessments
- 1.3.4 to know the extent of the involvement of industries/stakeholders in the system
- 1.3.5 to know the challenges of securing confidentiality.
- 1.3.6 to study the mechanism how the flow of candidates can be managed in the system.
- 1.3.7 to study the responsibilities of the different actors in the assessment and certification system.

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

Economic development of any nation calls for availability of trained and skilled labor force. Without full engagement of adequate skilled people and dependable organization, the desired level of development cannot be fully realized. To realize developmental needs of any nation the competence of individual workforce has to be confirmed continuously by means of occupational competence assessment process. It should not be one time task. Such an assessment needs proper and planned administration and organized and equipped centers for the conduct of the assessment. Thus, based on the above elements of concern, it can be summarized that the role of TVET is enhancing economical and social development in preparing human resources within the educational system.

In order to properly administer a sustainable assessment program, there must have been an authorized and independent responsible body to accomplish a defined task.

The federal TVET sector policy (MoE, 2008:28) of Ethiopia focused on establishing dependable competence assessment system across the country. To put the system into being, it needs an organized and equipped assessment center at regional level.

Hence, this study was considered to be important since it was crucial to know the capacity, organizational structure and the ability to work with concerned stakeholders for better implementation of the assessment plan in sustainable manner.

Thus, the finding of this study was expected to give new insights as to how assessment administration had taken place in city government of Addis Ababa OCACC in particular.

Thus, the study has been said to be significant for the following reasons.

- 1.4.1 It would reveal whether there has been any security problem in administering confidentiality of assessment tools
- 1.4.2 It would help to examine why the involvement of the industry has been lower in the assessment system
- 1.4.3 It would contribute to address effectiveness of the overall activities of assessment process across the country
- 1.4.4 It would disclose how the capacities of the assessment centers have been conducting assessment activities

1.4.5 Also it could enable the policy makers and TVET educators to find solutions to cop up with over flowing number of candidates

1.4.6 It would provided important feedback to Regional CoCs about occupational competence assessment implementation and administration processes

1.4.7 It would initiate the planner and other concerned bodies to seek solution for the problems, especially those relating to competence assessment services.

1.4.8 It would be used as stepping stone for further studies in the area.

### **1.5 Delimitations of the Study**

- The study was delimited to those CoC employees involved in occupational competence assessment operation program that were first degree and above..
- Taking time and financial constraints in to account the study included only available accredited assessors due to the very scattered and different address nature of all the accredited industry assessors in the City government of A.A. ✓
- The study was delimited to three government TVET Colleges' assessed trainers, who were competent and not yet competent as well, because they were easily available and subject to the competence assessment and relevant for the issue under study.

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

- Lack of supplementary data in the context of the research topics under study in the CGAA center of competence and libraries.
- Tracer study has not been carried out on the complete addresses of assessors and candidates in CGAAA. Because of this, the researcher remained to use any available volunteer assessors instead of selected assessors by using appropriate sampling technique. Likewise assessed trainers were selected instead of candidates who were pertinent to collect data. Hence, these situations may have impact on the study to some extent.
- The research was done in a small geographic scope and this might affect generalization. Further research might therefore be needed in a wider scope like (Federal level).

## 1.7 Operational Definition of Terms

- **Assessment Center:** An establishment officially authorized by the Center of Competence to manage the assessment of candidates for certification (MoE, 2008).
- **Assessment Tool:** An instrument to be used by the Assessor in the process of collecting evidences that will support his judgment of whether the candidate has possessed the competence/s required by the qualification level (MoE,2010).
- **Center of Competence:** An autonomous government organization delegated by the Federal TVET Agency to properly and effectively implements Assessment and Certification (MoE, 2008).
- **Competence Standard:** A standard that defines the performance criteria on how a unit of competence is to be executed under certain underpinning knowledge and skills and with the presence of a range of variables (MoE, 2006).
- **National TVET Qualifications Framework (NTQF):** An outline of the system of TVET qualifications defining qualification levels, relations between qualifications, rules to move between levels and between qualifications at the same level, rules for assigning levels, to a qualification or part of a qualification (MoE, 2008).
- **Recognition of Prior Learning (RPL):** The acknowledgment of a person's skills and knowledge acquired through previous training, work or life experience, to award a TVET qualification upon proof of competence through assessment and without prior attendance of a TVET training program.
- **Technical and Vocational Education and Training (TVET):** It is a comprehensive term referring to the educational process when it involves in addition to the general education the study of technologies and related sciences, and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life (UNESCO, 1978).

## **1.8 Organization of the Study**

The study had been organized under five chapters. The first chapter was dealt with the problem and its approaches like, covering background of the study, statement of the problem, objective of the study, significance of the study, delimitation, limitation, operational definition of terms, and at last organization of the study.

The second chapter had contained the review of related literature including world experiences.

The third chapter had addressed research design and methodology covering, research design, sources of data, population and sampling, sampling techniques and procedures, instruments for data collection, data collection procedure and method of data analysis and management.

The fourth chapter had incorporated presentation, data analysis and interpretation

Summary of findings, conclusions and recommendations of the study were treated in the fifth chapter.

Finally, references, sample questionnaires, organizational structure chart, descriptive statistic tables, and recording sheet formats have been copied and attached to the last part of the thesis respectively.

## CHAPETER TWO

### 2. Review of Related Literature

In this part an attempt was made to establish an insight with regard to collecting supportive review of related literature documents, experiences of other countries and competence assessment practices on a survey study on occupational competence assessment administration and the degree of industry involvement practices in the City Government of Addis Ababa center of competence.

### 2.1 Concern and Concept of Occupational Competence Assessment Practice

#### 2.1.1 Concern of Occupational Competence Assessment

The vision statement of TVET, as indicated in National TVET strategy (MoE, 2008:3) states that the national strategy seeks to create competent and self-reliant citizens to contribute to the economic and social development of the country, thus improving the livelihoods of all Ethiopians and sustainably reducing poverty.

This implies that the TVET system in Ethiopia is focused on development of competent, skilled middle level workforce fit for wage- and/or self- employment in various sectors of the economy. Quality technical and vocational education and training (TVET) help develop the individual's knowledge of science and technology in a broad occupational area requiring technical and professional competencies and specific occupational skills.

TVET delivery is linked and greatly related with the social and economic development. This is because the development of countries depends on the level of development of human resources that shoulder responsibility of development.

Barlow in Simon (2002:12) states:

*Vocational education is a social process concerned primarily with people and their part in doing the work that society needs done; it is concerned with preparing people for work and with improving the work potential of the labour force. For people, this means economic of independence, self-realization, and dignity. Their work results in production of the goods and services needed by a dynamic society.*

The overall objective of the new national TVET strategy is to create a competent, motivated, adaptable and innovative workforce that plays pivotal roles in the poverty

reduction and socio-economic development efforts of the country (MoE, 2010). This is achieved through facilitating demand-driven, self-employment oriented, relevant and outcome-based TVET at all levels. That is why the Ethiopian TVET system is reorganized into an outcome-based system. This means that identified competences of the labor market that are described in the occupational standards are the final benchmarks not only for training and learning activities but also for the assessment of competences and certification as well. Moreover, building an outcome-based TVET system creates access for equal recognition of competences acquired through whatever the means and ways of being competent.

The overall frame and structure of the outcome-based TVET system is described in the National TVET Qualifications Framework (NTQF) (MoE, 2006). The NTQF rationalizes all TVET provisions into a single nationally recognized qualification.

This system of verifying the competence of candidates needs to be formally defined, structured regulated and properly administered. Moreover, the general directions of implementing the assessment and certification system, the responsibilities and accountabilities of each partner, ... should be clearly investigated, identified and pinpointed at all levels. Thus, this directive is hereby issued to regulate and enable all involved to properly and successfully implement the conduct of the entire assessment and certification System

Work is a major feature in most people's lives. Not only does it provide them with the means to meet basic needs, such as food, clothing and shelter, but also the type of work undertaken by individuals and groups has a major impact on their self-identity, social status and standard of living. Technical and Vocational Education and Training (TVET) is concerned with the acquisition of knowledge and skills for the world of work to increase opportunities for productive work, sustainable livelihoods, personal empowerment and socio-economic development. ([www.unevoc.unesco.org/publication](http://www.unevoc.unesco.org/publication), 2009).

The introduction of occupational competence assessment is a new phenomenon to the Ethiopian TVET system and has become one of the main concerns of the TVET reform process. Having certification of a qualification has become one of the prerequisites to

move from one level to the next. However, like any newly introduced system, it is obvious that whatever well planned may be the program; this assessment approach is not an easy task to be administered through out the nation without of any difficulty at the start.

Though not possible to be exhaustive, some of the issues of focus are:

- first and foremost it requires development of regulations, guidelines and manuals that guide the administration.
- second, it requires capacity building measures. i.e. selecting, training, and accrediting central assessment coordinators and facilitators, test items bank experts; test item developers, assessors, center of competences' (CoCs) management (directors, deputies, registrar, and support staff) and the like.
- third, it demands fulfilling assessment facilities for written and practical performance test and center of competences and pilot testing centers.
- fourth, the administration calls for wide awareness creation activities to be acceptable by beneficiaries (candidates, community and employers).
- fifth, there is a need to have test item data base (bank), abundant versions of valid and reliable test items for each occupation and respective qualification levels in the data base and qualified personnel to operate so as to run the system on continual bases to fulfill the requirement service seekers.

TVET is an instrument for development of skilful human resources through education and training as continuous lifelong process if significant economic development is aspired and must be met. Further, it emphasizes that upgrading of knowledge and skills of the workforce improves competence, and thereby results in increase in economic output and ultimately contribute to economic development and poverty alleviation.

The element phased as preparation for sustainable citizenship implies development of competent, skillful, knowledgeable and well behaved citizens, which is assured through reliable and valid assessment procedures and proper administrations. Based on the above areas of concern, UNESCO and ILO (2002) recommendations support

*Evaluation/assessment should be an integral part of the teaching and learning process, and its major function should be to ensure the availability of appropriate programmes for the development of learners in accordance with their interests and capacities, and competence in the world of work.*

Occupational competence is as determinant of job success. For many years the importance of general ability as a predictor of job success has been accepted is no longer disputed. This, however, is not the case for occupational competence assessment. Only after the landmark paper of Barrick and Mount (1999), in Mossisa (2010) this view has changed. As a result, a large body of evidence, including a number of meta-analytical studies, has indicated that measurement of occupational competence should also be considered to supplement prediction of job performance. This view is supported by number of world leaders in occupational assessment and number of occupational abilities is being used- not only to make selection decisions, but also to aid personal decisions.

The Strategy to Revitalize Technical and Vocational Education and Training (TVET) in Africa (2007) shows, the vision of the strategy is to position TVET as a tool for empowering the peoples of Africa, especially the youth, for sustainable livelihoods and the socio-economic development of the continent. Similarly, promotes skills acquisition through competency-based training with proficiency testing for employment and responsible citizenship. Extract from the International Labour Conference (ILO) (2000) on Human Resources Development and Training supplements as the following:

*Every person shall have the opportunity to have his or her experiences and skills gained through work, through society or through formal and non-formal training assessed, recognised and certified. Programmes to compensate for skill deficits by individuals through increased access to education and training should be made available as part of the recognition of prior learning programmes. Assessment should identify skill gaps, be transparent, and provide a guide to the learner and training provider. The framework should also include a credible system of certification of skills that are portable and recognised across enterprises, sectors, industries and educational institutions, whether public or private.*

### **2.1.2 Concept of Occupation**

According to Collins English Dictionary (2009), occupation, business, profession, trade refer to the activity to which one regularly devotes oneself, especially one's regular work, or means of getting a living. Occupation is the general word: a pleasant or congenial occupation. Business especially suggests a commercial or mercantile occupation: the printing business. Profession implies an occupation requiring special knowledge and training in some field of science or vocation:

### 2.1.3 Concept of Competency

Competency is the ability of an individual to perform a job properly. The term has been popular since its use by (Boyatzis, n.d.). Its use varies widely, which leads to considerable misunderstanding. Some scholars see "competence" as a combination of knowledge, skills and behavior used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role.

For instance, management of competency might include systems thinking and emotional intelligence. Competency is also used as a more general description of the requirements of human beings in organizations and communities.

Before reviewing how competence is assessed, it must first be correctly explained. Numerous concepts of 'competence' have been utilized in the literatures.

Some of the concepts appropriate for the study are presented as follows.

According to Ethiopian TVET qualification framework (ETQF), (MoE, 2006), concept of competence is explained as:

*The sum of interrelated abilities, the possession, application of knowledge, abilities, skill, and the ability to combine these elements at any given time. It encompasses the capacity to perform a certain task in wage labor and self-employment according to defined standards, expressed as outcomes, which correspond to relevant workplace requirements and other vocational needs*

In the context of TVET qualifications, competence is still explained as learning outcomes describe in detail the competences, i.e. knowledge, skills and abilities, which the learner is expected to demonstrate as a result of the learning experience. They may include different competence notions. Competence focuses on what is expected of a person in applying what they have learned and embodied the capacity (potential) to transfer and apply the above characteristics to new situations and environments.

According to the Australian national Training Authority ([www.ntis.gov/au](http://www.ntis.gov/au), n.d.) , competence is explained as the following:

*The ability to use knowledge, understanding, practical and thinking skills to perform effectively to the national standards required in employment. This is a broad concept which embodies all aspects of competence relevant to an occupational area and not just those aspects of the various technical and task components, which are readily observable*

The explanation can be elaborated further that competence is not just only an application or the demonstration of knowledge, skills and attitude that affect both individual's job responsibility and individual's performance on the job and which can be measured against well-accepted standards at work location. In this case competence is a capacity of an individual to apply his/her knowledge of the subject matter, technical skills of the work and demanded working behavior integrated to perform a given task to standard of workplace requirement. It also covers ability to demonstrate task and contingency management skills, creativity and problem solving skills.

Wikipedia, free encyclopedia elaborates *competence as the following*:

*A standardized requirement for an individual to properly perform a specific job. It encompasses a combination of knowledge, skills, and behavior utilized to improve performance. More generally, competence is the state or quality of being adequately or well qualified, having the ability to perform a specific role.*

The key aspects of the above concept are that: (1) assessment is made on how the individual is actually performing work; (2) an individual is incompetent no matter how much knowledge he/she has, as long as he/she can't apply his/her knowledge and skills appropriately at work location; and (3) the assessment must be objective by conducting it against elaborated competence standards (criteria).

Eraut (1998) in Alsop (2001:126) simply explains competence to be "the ability to perform tasks and roles required to the expected standard"

#### **2.1.4 Concept of Assessment**

Various explanations are given to "assessment" by different authors and organizations depending on their fields of study and point of focuses. For the purpose of this study and aiding better discussion of the subject under study, some selected explanations are presented as follows: English H.B. (1958) explains assessment as the following:

*A method of evaluating personality in which an individual, living in a group under partly controlled physical and social conditions, meets and solves a variety of lifelike problems, including stress problems, and is observed and rated.*

The explanation indicates that assessment is a mechanism of evaluating whether an individual is capable or incapable of meeting social and work norms, solve various societal problems and perform the level of accuracy required. In the course of demonstration, individual's abilities and skills are observed, judged and rated for his/her compliance to the standard norm. Therefore, the purpose of assessment is to evaluate matches and mismatches of an individual's abilities, performances, attitudes, creativity, innovation and problem solving skills against the norm by the society he/she is living.

The document explains that the purpose of assessment is to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competence standards. According to *Payne (2003:6)*, the Australian national Training Authority explains assessment as the following.

*The process used for determining an individual's progress or level of mastery/competence in an occupational area. This may include a wide variety of techniques such as written tests, examinations, practical tests, assignments and oral tests, etc. The assessment process may be formative (continuous) and /or summative (final)*

The summary has three elements to notice. First, assessment is a process of determining individual's periodic development at a series of time which is formative (continuous) assessment. Second, assessment is a process of determining level of mastery at the end of a program which is summative. Third, assessment employs standard tools which are well designed according to the objective of assessment and appropriate to the entity to be assessed. Because it is difficult to determine the competence of an individual in TVET system, various assessment tools and in some cases serious of assessment are required to recognize individual's competences. Benjamin Bloom in *Payne (2003:6)* summarizes the process of educational assessment as indicated bellow:

*Assessment characteristically begins with an analysis of the criterion and the environment in which the individuals lives and works. It attempts to determine the psychological pressures the environment creates, the roles expected, and the demands and pressures their hierarchical arrangement, consistency, as well as conflict. It then proceeds to the determination of the kinds of evidence that are appropriate about the individuals who are placed in the environment, such as their relevant strengths and weaknesses, their needs and personality characteristics, their skills and abilities.*

The above explanation is very comprehensive and clearly fits what assessment implies for occupational competence assessment in TVET system. For purpose of the discussion focus of this study, some important elements are stressed as follows.

Occupational competence assessment is based on judgment of individual knowledge, abilities and skills against performance criteria in the occupational standard. The second element is analysis of work environment. Performance criteria are pre-determined in the occupational standard by professional and practitioners from world of workplace who know job requirements in depth and have practical experiences. The third element of the explanation is roles expected from, demands and pressure work exerts on the performer. The fourth element is determination of the kinds of evidence. The format for occupational standard and evidence plan for assessment indicate evidences that need to be collected to assure that the candidate has to demonstrate requirement demanded at workplace. The fifth and final element in the concept is entities/focus of assessment. That is measurement of personality characteristics, their skills and abilities. In TVET system, the focus for occupational competence assessment is attitudes, skills, knowledge and abilities specified in the occupational standard by workplace experts that the candidate has complied with.

Thus, occupational competence assessment involves gathering of data through written tests, and observation of performances under different situations. These are accompanied with checklists of performance accomplishment and oral questioning based on observation and real life, project work.

The purpose of the occupational competence based assessment and Assurance Quality Management System is to provide guidelines that will enable management to set valid and reliable controls in place. Proper accomplishments of these ensure that employees and trainees are trained, assessed and proved competent so that they can discharge their responsibilities in a safe and effective manner. As essential part of the first assessment process, judgments should be made of evidence presented or each task performed against the required workplace standards. An employee or trainee either meets the standard or does not i.e. he / she is either Competent or Not Yet Competent.

#### **2.1.4.1 Traditional Concept in Assessment**

Experiences and literatures indicate that the priority in assessment in the past whether in the classroom or in large scale public examinations has been for forms which compared individuals with each other. In vocational education, however, assessment needs to be thought of not as a comparison between individuals, but as Hagar, Athanasou and Gonczi (1994) put, it is “the process of collecting evidence and making judgments on the extent and nature of progress towards the performance requirements set out in a standard, or learning outcome” ( MacDonald & et al., 1995:8-9).

MacDonald & et al., (1995: 9) enumerate particular problems of traditional assessment as the following:

*Assessment of students on those matters which it is easy to assess, leading to an over-emphasis on memory and lower-level skills; assessment encouraging students to focus on those topics which are assessed at the expense of those which are not; students giving precedence to graded assessment tasks over those which are un graded; students adopting undesirable approaches to learning influenced by the nature of assessment tasks; students retaining fundamental misconceptions about key concepts in the subjects they have passed, despite performing well in examinations; successful students seeking cues from teachers to enable them to identify what is important for formal assessment purposes, and consequently ignoring important but un assessed material. Hence, the authors emphasize at ways in which assessment can fulfill two necessary requirements: that it measure competences, and that it has a beneficial effect on the learning process*

#### **2.1.4.2 Modern Concepts of Industry Involvement**

TVET Reform is committed in enhancing industry involvement in the design of the occupational standards and technical education training and assessment tools development process. This commitment is in line with the user-led approach that underpins the TVET Reform. The Technical Advisory Panel (TAP) and the Technical Experts Panel (TEP) (MoE, 2010) represent a different model of industry involvement in the TVET system. These bodies will not only provide technical and expert advice on occupational standardization, training and assessment standards but also they themselves have to establish the standards as the following:

*Industry-led model, industry is the primary source of labor market information on the demand and supply of skills. The TVET Reform shall facilitate the distribution of this information to stakeholders. Likewise part of the TVET Reform role is to ensure that some markets are not grossly oversupplied in some sectors of training. In line with this concept the TVET Reform is vested with the responsibility to organize and constitute the TAP and TEP for efficient integration, coordination and monitoring of technical education and skills development programs.*

Moreover, as the need for assessment and certification of skilled manpower of the country continue to increase so do the need for acceleration of the development of assessment tools and accreditation of assessors and assessment centers. Hence, the strategy is to gradually devolve some development functions such as preparing the assessment tools, training of assessors and ensuring development of quality curriculum and training materials, to the Regional level through the organization of Technical Expert Panel. The implementation of this approach shall be reflected in the establishment and operationalization of TAP and TEP in priority sectors of the TVET Reform.

### **2.1.4 3 Stakeholders' Involvement**

TVET operates at the interface of different sectors of society, notably the education sector, the labour market, industry, Micro Small-scale Enterprise (MSE) sectors, agriculture and rural development, and public administration. The TVET system must be steered and implemented with the involvement of a wide stakeholder group (MoE, 2008) In addition; the importance of this group is seen as the following.

*Different stakeholders will each contribute their own expertise, experience and capacities, in order that their combined efforts improve the relevance and effectiveness of the TVET system and occupational competence assessment process*

Specifically stakeholders are needed to play a major role in the following functions of the TVET system: Policy development and policy drafting and reviewing through participation in relevant bodies and panels; Financing through contributing resources to the TVET system; Quality assurance through active involvement in the setting of occupational standards and developing and conducting of occupational competence assessment (MoE,2008) .

### **2.1.5 A Workplace Competence Assessment**

In May of 2007, the Industrial Training Authority (ITA) Board Approved a Workplace Competency Assessment policy which defines high-level principles related to workplace competence assessment. Because industrial training authority (ITA) has legislated accountability to set and maintain industry training standards, a competency assessment framework must further define ITA and industry standards for assessment and for assessors as well as the respective roles of Industrial Training Authority and industry (ITA operation policy, 2007:1015). This requires clarity amongst stakeholders around definition of competency assessment, the models available, and the standards requirements for assessment tools and for assessors to insure validity of competency assessment as a legitimate measure of skills within the program outline.

### **2.1.6 Roles of Industries/Stakeholders in Assessment Process**

TVET Reform is committed in enhancing industry involvement in the design of the occupational standards and technical education and training. This commitment is in line with the user-led approach that underpins the TVET Reform. Moreover, as the need for assessment and certification of skilled manpower of the country continue to increase so do the need for acceleration of the development of assessment tools and accreditation of assessors and assessment centers. Hence, the strategy is to gradually develop some development functions such as preparing the assessment tools, training of assessors (MoE, 2010). TVET Reform recognizes the important role of industry in TVET.

To show this recognition the government and the CoCs shall encourage active participation of various concerned sectors, particularly enterprises who are direct and immediate beneficiaries of trained and skilled workforce, in providing technical education and skills development opportunities.

This recognition shall be in the form of TAP and TEP and shall be organized at the Federal and Regional levels with the main objective of advising the Federal and Regional TVET Executive Management in the identification of industry skills requirement and training needs. The government and Regions overall role in this is to ensure qualified individuals or organizations and enterprises will be selected provide the necessary

manuals and regulations and most importantly do the act of certifying the end-results of the whole process of development and implementation.

## **2.2 Public Private Partnership**

International experiences show that successful TVET systems are built on strong and well-defined partnerships between government and the non-government sector.

Both public and non-public actors are currently involved in TVET.

This public private partnership needs to be further strengthened and roles therein defined.

In the TVET system, the statutory function and key role of government comprises the regulation of the system through proclamations and regulations and facilitation of the implementation of the regulated functions (TESDA, 2005). In this sense, responsibilities vested in the government include policy and law making, implementation of a quality management system, i.e. implementation of the system of occupational standards, occupational assessment and certification, setting the qualifications framework. In line with the principle of building a stakeholder-driven TVET system, local, state and regional governments will fulfill these functions by involving stakeholders and thereby establish fruitful partnership in the implementation of all these functions

## **2.3. Trade Test Administration Process and Responsibilities:**

This process previously shall apply to all Trade testing activities conducted by CoCs and their satellite and MoE accredited public organizations (MoE, 2008). Trade test administration process includes developing, registration, scheduling testing, reporting certification and registry of workers certified.

### **2.3.1 General Responsibilities in Administering Assessment**

The professional responsibilities promulgated in this code in seven major areas of assessment activities are based on expectations that the National Council on Measurement in Education (NCME, 2010) indicates, members involved in educational assessment will:

1. protect the health and safety of all examinees;

2. be knowledgeable about, and behave in compliance with, state and federal laws relevant to the conduct of professional activities.
3. maintain and improve their professional competence in educational assessment;
4. provide assessment services only in areas of their competence and experience, affording full disclosure of their professional qualifications;
5. promote the understanding of sound assessment practices in education;
6. perform all professional responsibilities with honesty, integrity, due care.
7. secure confidentiality code of ethics in administering assessments.

Responsible professional practice includes being informed about and acting in accordance with the Code of Fair Testing Practices in Education, the Standards for Educational and Psychological Testing American Educational Research Association NCME (1985) indicates, both the Standards for Educational and Psychological Testing and the Code of Fair Testing Practices in Education are intended to establish criteria for judging the technical adequacy of tests and the appropriate uses of tests and test results. The purpose of this Code is to describe the professional responsibilities of those individuals who are engaged in assessment activities.

### **2.3.2 Responsibilities When Administering Assessment**

For candidates to perform at their maximum on an assessment, they need to know when it will be given, the conditions under which it will be given, the content and abilities required, what the competence assessment will emphasize, the level of performance expected, how it will be scored, and what effects the results will have on any educational decisions American Competence Association

(ACA 1988: 83) supports this as the following.

*One's professional responsibility is to provide 'reasonable opportunities for individuals to ask questions about the assessment procedures or directions prior to and at appropriate times during administration of assessment.*

During the administration of assessments, one has professional and legal responsibility to provide accommodations for persons with disabilities.

**standardized tests** - developed by professional agencies such that the same test and procedures can be used for all candidates and provide comparable results.

Added responsibilities when administering mandated or standardized tests include:

- fully informing candidates what the tests are for and how the results will be used,
- following the administration instructions outlined in the test manual or other materials,
- maintaining security, and maintaining testing conditions appropriate for maximizing performance.

### **2.3.3 Responsibilities of Those Who Administer Assessments**

Addis Ababa city Government Occupational Competency Assessment and Certification Center (OCACC) was established in July 2008 as an independent organization under proclamation. This center was currently established in July 2010 as an independent institution under the umbrella of the city government of Addis Ababa ([www.ocacc.gov.et](http://www.ocacc.gov.et), 2010), to administer the occupational competence assessment process.

The City government of Addis Ababa occupational competence assessment and certification center promotes occupational assessment throughout the city in collaboration with the industry through preparation of assessment tools development, training of industry assessors and accredit the assessment centers and gives occupational competence assessment in various occupations for candidates who graduate from different TVET Colleges and institutes and come from the world of work.

In similar way, those who prepare individuals to take assessments and those who are directly or indirectly involved in the administration of assessments as part of the educational process, including assessors, administrators, and assessment center personnel, have an important role in making sure that the assessments are administered in a fair and accurate manner. Persons who prepare others for and those who administer, assessments have a professional responsibility (MOCAC 1977 & 1998) to:

- inform the examinees about the assessment prior to its administration, including its purposes, uses, and consequences; how the assessment information will be judged or scored; how the results will be kept on file; who will have access to the results; how the results will be distributed; and examinees' rights before, during, and after the assessment.
- administer only those assessments for which they are qualified by education, training, licensure, or certification.
- take appropriate security precautions before, during, and after the administration of the assessment.
- understand procedures needed to administer the assessment prior to that.
- administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.
- avoid any conditions in the conduct of the assessment that might invalidate the results.
- provide for document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs.
- provide reasonable opportunities for individuals to ask questions about the assessment procedures or directions prior to and at prescribed times during the administration of the assessment.
- protect the rights to privacy and due process of those who are assessed.
- avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

#### **2.3.4 Responsibilities of Those Who Educate Others about Assessment**

The process of educating others about educational assessment, whether as part of higher education, professional development, public policy discussions, or job training, should prepare individuals to understand and engage in sound measurement practice and to become discerning users of tests and test results. Persons who educate or inform others about assessment have a professional responsibility MOCAC (1977 & 1998) to:

- remain competent and current in the areas in which they train and reflect that in their instruction.
- avoid administering any assessment that is not part of the evaluation of candidate performance in a course if the administration of that assessment is likely to harm any candidate.
- avoid using or reporting the results of any assessment that is not part of the evaluation of candidate performance in a course if the use or reporting of results is likely to harm any candidate.
- protect all secure assessments and materials used in the instructional process.
- provide fair and balanced perspectives on assessment issues being discussed by policymakers, parents, and other citizens.

As stated at the outset, the purpose of the Code of Professional Responsibilities in Educational Measurement is to serve as a guide to the conduct of National Council on Measurement in Education (NCME) members who are engaged in any type of assessment activity in education. Given the broad scope of the field of educational assessment as well as the variety of activities in which professionals may engage, it is unlikely that any code will cover the professional responsibilities involved in every situation or activity in which assessment is used in education. Ultimately, it is hoped that this code will serve as the basis for ongoing discussions about what constitutes professionally responsible practice. Moreover, these discussions will undoubtedly identify areas of practice that need further analysis and clarification in subsequent editions of the Code. To the extent that these discussions occur, the code will have served its purpose (NCME, 1990).

### **2.3.5 Responsibilities of Those Who Develop Assessment Products and Services**

Those who develop assessment products and services, such as classroom teachers and other assessment specialists, have a professional responsibility to strive to produce assessments that are of the highest quality. Persons who develop assessments have a professional responsibility to: ensure that assessment products and services are developed to meet applicable professional, technical, and legal standards, keeping competence assessment products confidential and securing from corruptions and develop assessment products and services that are as free as possible from bias due to characteristics irrelevant to the construct being measured, such as gender, ethnicity, race, socioeconomic status, disability, religion, age, or national origin (Philip, 1994).

### **2.3.6 Responsibilities When Choosing Assessment Procedures**

One will probably use assessments developed by others, in which case he/she needs to ensure that they, too, are valid and reliable (Philip, 1994). It is often necessary to edit and rewrite assessment tasks from procedures developed by others because the tasks do not match the content, emphasis, vocabulary, or other methods he/she may have used. Just because an assessment has been published does not guarantee the accuracy of its content or its quality as an assessment tool.

Selectors of assessment procedures also have a professional responsibility to consider potential misuses and misinterpretations of the procedures, as well as the procedures potential for fulfilling its intended purposes.

A number of state and federal laws have arisen allowing candidates and parents greater access to assessment results and more involvement in the assessment-based decision-making process. Privacy and confidentiality of candidates' assessment results need to be guarded. (Phillips, 1994)

### **2.3.7 Responsibilities When Communicating Assessment Results**

One needs to determine the level of understanding of parents, candidates, assessment center officials, and others, and then tailor the reporting of results to those levels.

His/her professional responsibility is to follow a regular communication schedule to report candidate's progress to parents.

Assessment centers and state departments may have policies and procedures regarding candidates' and parents' rights concerning assessment results and school records.

The assessment centers should also have a written policy in terms of:

- maintenance and release of assessment results;
- release of no confidential information;
- nondiscrimination; and representational consent information.

Various assessment-taker rights groups are working on rights such as:

- being treated with dignity and respect in the testing process;
- being tested by a qualified person; and notified about testing schedules and fees;
- being tested with appropriate accommodations
- being given the right to refuse testing if legally applicable;
- being given an understanding of the outcome of testing;
- being given an understandable explanation of consequences and decisions made from test results and being afforded privacy and confidentiality; and
- being given the opportunity to review records and appeal

### **2.3.8 More about the Assessment and Administration of Assessment**

Each of the Michigan Occupational Competence Assessment Center MOCAC (1998) confirms, standardized assessments have two parts: a written test which measures the candidate knowledge of the field, and a performance test which measures skill in performing tasks typical to his/her occupation. The performance test is a necessary part of any overall assessment of both cognitive and psychomotor skills. The written test covers the kinds of knowledge gained on the job (rather than just from textbooks), technical and factual knowledge, and understanding of principles and problem-solving abilities.

Among the topics included are: tools, equipment commonly used; properties of materials; calculations used to order materials, set up equipment and carry out procedures; application of scientific principles to problem solving; safety procedures and regulations.

The performance test enables the candidate to demonstrate the skills that a competent tradesperson, craftsperson or technician uses in his or her daily work.

Among the manipulative skills included are: troubleshooting and making adjustments and repairs; operating typical equipment and machinery; using measuring instruments; and observing safe operating procedures. (MOCAC, 1977).

### **2.4 Principles of Competency-Based Assessment**

The National Framework for the Recognition of Training (NFROT) sets out the key principles for competency-based assessment in Australia. According to Landon, T.E. and Arvey, R.D. (2007), the principles reflect the belief that an effective and functional assessment is essentially one that is valid, reliable, flexible and fair.

All registered providers of assessment in a competency-based system must comply with these principles. As an assessor will be responsible for managing the assessment process, and for ensuring that the following principles are met.

**Validity** – The assessment process assesses what are claims to assess; like:

The ability to clean is assessed by cleaning, not writing an essay about cleaning.

An essay would test literacy skills, not cleaning skills.

**Reliability** – Assessments are reliable when the methods and procedures used are consistently interpreted and applied over time, with different candidates and assessors and in various situations (Carmines, E. and Zeller, R., 1979).

Reliability can be improved by:

- administering assessments in the same way for each candidate
- ensuring that instructions to candidates are clear, consistent and unambiguous
- ensuring that assessors use well planned guides, for observations and for making judgments about evidence
- making sure that assessment events are ‘just right’ neither too hard nor too easy
- evaluating and revising the assessment tools and their results with other assessors and/or subject experts on a regular basis

**Flexibility** – There is no single approach to the assessment of performance. Assessment should be appropriate to a whole range of learners, contexts and delivery methods. Assessment practices must reflect a consideration of the widest range of direct, indirect and supplementary evidence.

**Fairness** – Assessments are fair when they are equitable and accessible to all eligible candidates regardless of age, gender, disability, ethnic or social background, language barriers or geographic location, and when no one is disadvantaged by the procedures or methods used.

Fairness can be achieved by:

- ensuring that the assessment process is ‘transparent’, i.e. clear and available to all relevant people
- consulting candidates on the purpose, methods and procedures for assessment
- providing and seeking informative feedback throughout the assessment process
- making challenges and appeals accessible to all candidates

These principles provide a quality assurance mechanism for the assessment process and must be considered when selecting, designing and implementing assessment procedures in a competency-based system.

## **2.5 Allowable Adjustment**

Allowable adjustment measures are made to ensure that an individual with a disability (or temporary disability) is not presented with artificial barriers when demonstrating achievement of competence or learning outcomes.

Candidates with special needs may include those with disabilities or with literacy, numeracy difficulties, those who come from non-English speaking backgrounds, or anxious and inexperienced candidates.

The need for functional assistance and or support for individuals may vary and the needs of each person for support may also vary from time to time.

Examples of allowable adjustments include provision of personal support services (eg aural interpreter, reader, interpreter, scribe, attendant or career), use of special equipment (eg word processor, lifting gear or adaptive technology) shorter assessment sessions to allow for fatigue or medication and use of large print version of any papers.

## **2.6 Assessment Activities**

Candidates benefit from a well-defined assessment process that assists them in making informed choices and achieving desired post-school employment outcomes.

This process should include effective practices and the gathering of helpful planning information. To collect all needed data, assessment activities should include observations, interviews, record reviews, and testing/performance activities.

**Observation:** is the process of watching or listening to an individual's behavior and performance and recording relevant information. This process can be structured or unstructured, formal or informal, obtrusive or unobtrusive. Observation has elements of the objective and the subjective, but objectivity should be emphasized.

Also, because different observers may come to different conclusions, it may be important to have more than one observer.

**Interviews:** are structured or unstructured conversations intended to gather information from an individual through a verbal question-and-answer format. Like observations, interviews can also be formal or informal. An interviewer can quickly gather key information about an individual, while at the same time build trust and a shared vision for the career planning process.

**Record Reviews:** incorporate prior assessment results and should include records from schools and care providers, as available. A review of records can provide background information about academic achievement and performance, previous career planning and goals, and family involvement and support systems. Care should be taken that the information is up-to-date and from sources that have properly gathered the data.

Legally obtained releases of information are usually required, and confidentiality is essential when reviewing any assessment data or other protected records.

## **2.7 Testing and Performance Reviews**

Testing consists of administering a particular set of questions to an individual to obtain a score (Salvia J. & Ysseldyke J.E., 2004: 6). Typically, scores are intended to be used for quite specific purposes. This type of data collection is generally more formal and structured and frequently requires specially trained persons to administer and/or score the test. It is important to note that accommodations are of particular concern when using criterion-referenced or norm-referenced instruments. The goal should be to change the way that a test is taken without changing the validity of the test results.

Performance reviews are activities that look at a whole spectrum of what has been learned and are more subjective, holistic, and qualitative in nature (Salvia J. & Ysseldyke J.E, 2004:252). Work experiences and related activities often are best evaluated using performance reviews. It is very helpful to have some written, objective standards for individuals to use in measuring behaviors.

### **2.7.1 Psychological Testing**

Psychological tests are tests which can be systematically scored and administered.

They are supported by a body of evidence and statistical data which demonstrates their validity, and are used in an occupational setting to measure individual differences (for example in ability, aptitude, attainment, intelligence or personality). With the increase in the use of technology in the workplace, online testing is also growing in popularity - particularly in the recruitment of graduates and where employers are faced with high volumes of applicants. According to Topils, J., Dulewicz, V. and Fletcher, C. (2005), most tests are designed and developed by occupational psychologists and are

accompanied by detailed manuals providing the data to establish the reliability of the test and the normative information against which test results may be compared.

This is the information that allows employers to compare their test candidates against the scores of a normal population of similar people. Administering tests and analyzing the results is a skilled task. Scoring of tests is often complex and how it is done will depend on what a test is trying to measure.

Before using a test, users should consider:

- whether it is appropriate to use a test at all and whether it will provide any additional relevant information
- whether there are sufficient resources in place to carry out testing effectively
- when used for selection purposes, that tests are relevant to the job/person specification and who will choose, recommend and demonstrate the value of tests
- at what stage tests should be incorporated into the decision-making process
- equal opportunities issues
- how the results will be used and what weight will be given to them for decision-making purposes
- what their policy will be on confidentiality
- who will have access to the results and how test results will be stored
- the law regarding the copyright of tests

### **2.7.2 Test Administrators Should Ensure that Individuals Receive:**

- advance notice that they will be required to take tests
- notice of the duration of tests and whether this is significant in interpreting results
- adequate time to allow them to make any practical arrangements to enable them to take the tests
- access to an appropriate environment free from interference in which to take the tests
- adequate information about the requirements of each test they will be asked to complete, and the opportunity to raise any queries they have before taking the tests and information on the arrangements for feedback.

## **2.8 Assessment Centers**

The majority of assessments are given at approved testing sites called assessment centers. These testing sites are typically industries, private and government college labs. Assessment centers involve candidates completing a number of different tasks as part of the selection process. An assessment centre should reflect the reality of the job and the organization. The tasks set should link with the job description and person specification. It must appear fair as a selection process in the time taken, the number of tasks set and the opportunities for candidates to show different aspects of their abilities.

The tasks might need to encourage competitiveness or co-operation, to test for creativity or for building on the ideas of others in a productive manner. The opportunity to compete with others will assist some candidates to perform better.

Assessors might also be used to observe and comment on behavior although they do not necessarily take part in final selection decisions. A feedback session with either an occupational psychologist or someone trained to deliver professional feedback is of benefit to candidates and indicates the organization takes selection seriously.

The whole process should be perceived as fair by the candidates (Taylor S., 2010).

Assessment centers involve candidates completing a number of different tasks as part of the selection process. An assessment centre should reflect the reality of the job and the organization. The tasks set should link with the job description and person specification. It must appear fair as a selection process in the time taken, the number of tasks set and the opportunities for candidates to show different aspects of their abilities.

## **2.9 Code of Professional Responsibilities in Educational Measurements**

Codes of ethics and responsibilities cover areas such as one's professional role in society, integrity, conflicts of interest, diligent and due care, confidentiality, and communication with clients (candidates, parents) and the public. This document serves the purpose of guiding the conduct of members of the National Council on Measurement in Education (NCME) who are involved in any type of assessment activity in education.

According to NCME (1995), this organization is also providing this code as a public service for all individuals who are engaged in educational assessment activities in the hope that these activities will be conducted in a professionally responsible manner.

The notes in this section are based upon the two documents mentioned above.

As an educator who uses assessments, he/she is expected to uphold principles of professional conduct such as:

- knowing about and behaving in compliance with state and federal laws relevant to ones activities;
- maintaining and improving competence in assessment;
- providing assessment services only in his/her area of expertise;
- adhering to, and promoting high standards of professional conduct within and between educational institutions;
- performing his/her professional responsibilities with honesty, integrity, due care,
- administering assessment procedures - assure the administration process is fair and doesn't result in uninterpretable results;

Hence, this code applies to any type of assessment that occurs as part of the educational process, including formal and informal, traditional and alternative techniques for gathering information used in making educational decisions at all levels.

These techniques include, but are not limited to, large-scale assessments at the school, district, state, national, and international levels; standardized tests; observational measures; industry assessor conducted assessments.

## **2.10 Code of Practice for Assessors**

Guidelines to support professionally responsible and ethical assessment practice, to guide assessors in the responsibilities of their work. This code is loosely based on an international code developed by the US-based National Council for Measurement in Education. The code reinforces the performance outcomes of assessment units in training and Education Training Package ([www.ibsa.org.au](http://www.ibsa.org.au), 2010). It is considered as:

- all forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- the rights of candidates are protected during and after the assessment process.

- candidates are made aware of their rights and processes of appeal.
- personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- assessments are conducted within the boundaries of the assessment system policies and procedures.
- formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- candidates are informed of all assessment reporting processes prior to the assessment.

### **2.11 Occupational Assessment and Certification**

According to MoE (2008:27), occupational assessment and subsequent certification is the main feature of the outcome-based TVET system to verify individual occupational competences. For all defined occupational qualifications at all levels, occupational assessment and certification will be offered. Occupational qualification certificates will be awarded upon passing the occupational assessments.

Occupational assessment and certification will be accessible to all candidates who feel competent that they meet the requirements of the respective occupational standard, irrespective of how and where they were trained or learned. Contrary to past practice in Ethiopia, access to occupational qualifications will no longer be dependent on attending a formal TVET programme. Graduates from any formal and non-formal TVET programme will, in the future, have access to occupational assessment and certification, as well as those who have learned informally (i.e. on the job, through traditional apprenticeship or through self-learning). Hence, occupational assessment will be the major tool to integrate different TVET delivery modes and recognize prior learning, significantly increasing access to the TVET system and its qualifications for a greater section of the society.

Occupational assessment will take place in designated or accredited public, private or industry assessment centers. Assessments will be conducted by accredited assessors, possibly experts from the world of work. In order to improve the employability of TVET graduates, occupational qualifications and certificates need to be recognized by employers. It is therefore vital that experts from the enterprises are essential members of

the groups of assessors. As far as possible, relevant business or employers' associations will be integrated into the management and administration of assessment.

Responsibility for establishing and facilitating a national occupational assessment and certification system rests with the Federal TVET Sector. It will stipulate rules and procedures for assessment item development, for conducting assessments and will facilitate, supervise and regulate the system. Responsibility for implementing the occupational assessment, i.e. ensuring that assessment is properly conducted and certificates issued, rests with the state TVET authorities and CoCs in particular the state TVET centers of competence will be established under the state authorities as core institutions for implementing and facilitating occupational assessment.

In order to ensure that assessment is accessible to all citizens, including those in remote areas, further assessment venues will be accredited by the authorized CoCs to implement occupational competence assessment in specified fields.

For those who successfully pass occupational assessment, a National Occupational Qualification Certificate will be issued by the state TVET authorities (CoCs) upon delegation and on behalf of the Federal TVET Sector.

## **2.12 Certification of Occupation Specific Skills and Credentialing**

Employers often require certification of skills and knowledge based on industry standards for the hiring or promotion of employees. Therefore, a youth's vocational development goals may dictate the need for training leading to standardized assessments certifying skill levels or ensuring that minimum standards of proficiency have been achieved. Skills certification testing is also an industry and business requirement for recruiting qualified employment candidates. Procedures used for credentialing can include the administration of written or computerized examinations as well as functional skills assessments.

## **CHAPTER THREE**

### **3. Research Design and Methodology**

#### **3.1 Research Design**

The purpose of this study was to assess and explore the effectiveness and implementation of an assessment of competence assessment administration and the degree of industry involvement process. The study followed descriptive survey research design as it dealt with the description, interpretation, and analysis of the research subjects.

Descriptive survey method is appropriate to collect ideas, opinions and views from a relatively a large number of respondents (Creswell, 2003). Moreover, it makes possible the use of both quantitative and qualitative data.

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

In order to get appropriate data both primary and secondary data sources were used. Primary data were collected through interviews and questionnaires from the City Government of Addis Ababa CoC management and experts/supervisors, assessment centers'/ coordinators, assessors, assessed trainers, and industry representatives.

In the secondary data literature like, manual, directives, guides lines, universal publications, different websites, and documents that related to the experiences of occupational competence assessment practices in various countries and issues related to competence assessment administration and industry involvement. In addition to these, various reports and documents in occupational competence assessment and certification centers (OCACC) and assessment centers were reviewed to get important data such as the number of experts, industry assessors, registered and assessed candidates and trainers, number of industries/stakeholders involved and finally infrastructures ...

#### **3.3 Population and Sampling**

For the purpose of this study, the target populations covered were; the City Government of Addis Ababa CoC management and experts/supervisors, assessment centers'/ coordinators, assessors, assessed trainers, and industry representatives involved in the CoC as the board members served as subjects for the study. The nature of the population was lying on more of availability sampling techniques.

### **3.4 Sampling Techniques and Procedures**

Occupational competence assessment was administered across the country; however, due to time and financial constraints the study focused on only the City Government of Addis Ababa. Furthermore, the City Government of Addis Ababa was found to be the first center of competence where competence assessment pilot test was conducted.

Similarly, the researcher found it to be appropriate place for the following reasons as well. Large number of candidates, 12 occupational sectors, more than 51 occupations upon which competence assessment is being conducted currently, more than 600 assessors; of which 140 industry assessors undertake to conduct assessment activities in 8 occupational sector areas, more or less 28 assessment centers. Further more, City Government of Addis Ababa (CGAA) was a big institution with population of more than 5 million. There are many Government and Private TVET colleges and institutions and industries from which samples were drawn.

In the study, three sampling techniques, four instruments, and six groups of samples were considered as a basis for data collection. The researcher employed purposive, convenience, and systematic sampling techniques, respectively.

Purposive sampling selects information rich cases for in depth study. It is more of judgmental. Purposive may be picked based on criteria. Sampling in qualitative research is almost always purposive. Qualitative researchers choose participants whom they judged to be thoughtful and who have information, perspectives and experiences related to the topic of research. The primary focus of the researcher was to identify participants who can provide information about the particular topic and setting being studied, not participants who necessarily represent some larger population. Representativeness is secondary to quality of the participants' ability to provide the desired information about self setting. Hence, the nature of the study invites this type of sampling techniques.

Convenience/availability sampling is involved using as the sample whoever happens to be available. It is useful in getting general ideas about the phenomenon of interest. It saves time, money and effort. Notice that there is an important difference between convenience samples in which participants who happen to be available are chosen and

purposive sampling in which the researcher uses experience and prior knowledge to identify criteria for selecting the sample.

Systematic sampling is a sampling in which individuals were selected from a list by taking every  $N^{\text{th}}$ . Systematic random sample is obtained by selecting one unit on a random basis and choosing additional elementary units at evenly spaced intervals until the desired sample number of units is obtained. The same sampling technique was used to select samples for assessed trainers by using random number table.

- i. Availability sampling technique was employed for the City Government of Addis Ababa CoC (OCACC) management members, CoC supervisors, and assessors as well. The management is the decision making body who would administer the overall occupational competence assessment implementation program across CGAA as a frontline body. All the six (6) available management members were treated for the sample with issues related to their levels of structured interview.
- ii. Similar sampling technique was also applied for all City Government of Addis Ababa CoC available Experts/supervisors. There were 17 employed experts/supervisors in all. These experts were in charge of facilitating the whole competence assessment processes in the CGAA. All the 17 were considered for the sample with issues related to their levels of questionnaires with both closed-ended and open-ended items.
- iii. Industry representatives who were involved in the CoC as the board member representatives were selected using availability sampling technique. They were three; trade and metal sector, construction industry sector, and garment and textile industry sector representatives. All the three were treated for the sample with issues related to their levels of semi structured interview.
- iv. Furthermore, availability sampling technique was employed to select appropriate sample to industry assessors for the study. The number of accredited industry assessors from 8 occupational sectors was all 140 currently. The required sample size was 42 which were 30% of the total number of industry assessors included under the study. These were selected industry assessors to conduct the competence assessment in the 8 occupational sector areas in the City Government

of Addis Ababa (CGAA). The researcher chosen this sampling technique, because the address of every assessor was in a very scattered manner around Addis Ababa; that means they were not easily available and similarly difficult to pick randomly. Hence, the researcher focused by only addressing 42 available and volunteer individuals as the appropriate variables for the study. Hence, they were treated with issues related to their levels of questionnaires with closed-ended and open-ended items.

v. a) Purposive sampling technique was employed to select the three government TVET colleges; (Tegbareid, Entoto, and Wingate).The reason for selecting these TVET colleges was; they were assumed to be rich in experience and large number of assessed trainers in the city government of A.A.

b) For the selection of samples from these three assessed trainers of government TVET colleges; Entoto, Addis Ababa Tegbaried, and Wingate, the researcher employed Systematic random sampling technique. Based on this, the researcher collected the list of the assessed trainers from the CoC. Then the researcher selected the respondents using systematic random sampling technique by applying random number table; after arranging the name of the assessed trainers in alphabetical order. The researcher found these TVET colleges to be relevant and appropriate for the study in general. The required sample size was 30% of the assessed trainers from each college, who were competent and not yet competent with total number of 198 assessed trainers in all as shown in table 1.

**Table1. Issues related to number of assessed trainers**

No	TVET college	Assessed trainers	Required sample size 30%
1	Entoto	90	27
2	Tegbaried	50	15
3	Wingate	58	17
Total		198	59

vi. Systematic sampling technique was applied to select samples from 28 assessment centers. Each assessment center is coordinated by one focal person for the conduct of the over all competence assessment process. Thirty percent (30%) of

the 28 assessment centers were selected systematically; every 3<sup>rd</sup> from the population to have equal chance of being selected in the sample for the study.

In general, a total of 136 respondents were employed in this research study.

### **3.5 Instruments for Data Collection**

As mentioned earlier the subjects of the study were management members, experts/supervisors, from CGAA Occupational Competence Assessment Certification Center (OCACC) who were in charge of administering the whole assessment system, assessment centers coordinators/focal persons, industry assessors, industry board member representatives, and assessed trainers.

In order to gather first hand information, interview and questionnaires were prepared and administered based on the review of related literature which were important to the subject of the study .Questionnaire was used to collect data from these respondents at a time and for its natural characteristics that allow respondents express their ideas and opinions freely and confidently.

Thus the questionnaires were composed of open and closed - ended items, addressing basic questions which were set and administered. Accordingly, these closed- ended and open-ended items were used as an instrument to get information from supervisors, assessors, assessed trainers and assessment centers' coordinators/focal persons, who carried out conduct of assessment services in their respective assessment centers with the expected equipment, materials and supplies.

### **3.6 Data Collection Procedure**

The data gathering instruments were used in this study which was drafted on the basis of review of literature and the intended data to be collected. Before distributing them to the sample respondents, it was checked and essential correction maintained including their validity. Furthermore some open-ended questions were converted to closed- ended questions based on the feed back obtained from the pilot tested respondents. Then all items distribution and follow up during the collection processes were made and prior feedback to all respondents was applied. To enhance the quality of response and the rate of responses, convenient time for the respondents was arranged. The objectives of the study were cleared to all of the sample respondents at the beginning of questionnaires

administration in order to avoid confusion and facilities easy of administration. A close follow-up from the assigned coordinators was made to immediately correct problems that faced during the filling of the questionnaires. Finally, the questionnaires were collected and the data analysis was done using appropriate descriptive statistical tools.

### **3.7 Method of Data Analysis and Management**

The entire instrument was categorized under the major and sub-objectives of the study. Relevant methods of data analysis to each variable were used to analyze the data which was gathered through the interview, questionnaire, observation, and document check in. Descriptive statistical methods, frequency counts, percentages, means and standard deviations were used to analyze various characteristics of the sample population such as work experience of respondents, and educational qualifications. More over qualitative and quantitative way of analyzing data was employed for the interviews which was conducted and open and closed- ended items Data results were organized and were summarized into tables, percentages by using statistical package for the social science (SPSS) software for data organizing and processing and for meaningful interpretation and conclusion in general. The raw data that were collected from the field tallied with the help of (SPSS) software, organized and systematically framed with tables according to the similarities of issues which were raised in the questionnaires and interviews.

## **CHAPTER FOUR**

### **4. Data Presentation, Analysis and Interpretation**

The presentation part deals with the analysis, and interpretation of the research based on those data that were obtained through four types of instruments and elicited from the six respondent groups. Accordingly, the data obtained from these respondents were analyzed and discussed to seek appropriate answers for the basic questions raised at the beginning of the research. The presentation and analysis of data under each subtopic was followed by discussion on the finding results. The study was based on sample size of 136 respondents which were composed of 6 top management members and 17 supervisors of the CGAA occupational competence assessment and certification center; 9 assessment centers' focal persons; 42 assessors, 59 government assessed trainers and 3 industry board member representatives. They were considered by using sampling technique as shown in sampling design procedures in chapter three. Hence, based on the responses obtained from the respondents, analysis and interpretation of data were presented in such a way, under the research questions on the study respectively.

Based on the issues under the study; items with similar cases were identified and grouped in a table. Then the researcher tried to use triangulation to cross check the views of the various respondents respectively. Similarly, pseudo names were used to represent the names of respondents who were interviewed by the researcher.

#### **4.1 Characteristics of Respondents**

The following description of the characteristics of the sample respondents gives some basic insights about sex, qualification, and experiences of each group respondents involved in the research under the study.

The researcher tried to use triangulation to crosscheck the views of the various respondents in the study.

**Table 2: Issues Related to Sex, Qualification and Service Years of Respondents**

Respondent group	Qualification of respondents										
	Service Years	Qualification		diploma		BA/ BSc		MA/ MSc		Total	
		Sex	M	F	M	F	M	F	M	F	M
CoC management members and supervisors	1-10	-	1	11	3	-	-	11	4		
	11-20	-	-	2	2	-	-	2	2		
	above 21	-	-	1	1	2	-	3	1		
	Sub Total	-	1	14	6	2	-	16	7		
Focal person	1-10	1	-	1	-	1	-	3	-		
	11-20	-	-	2	-	1	-	3	-		
	Above21	-	-	3	-	-	-	3	-		
	Sub Total	1	-	6	-	2	-	9	-		
Assessors	1-10	10	2	9	3	3	-	22	5		
	11-20	-	-	4	1	-	-	4	1		
	Above 21	1	-	4	2	3	-	8	2		
	Sub Total	11	2	17	6	6	-	34	8		
Government TVETC assessed trainers	1-10	3	-	11	1	-	-	14	1		
	11-20	3	-	13	3	-	-	16	3		
	above 21	5	1	15	3	1	-	21	4		
	Sub Total	11	1	39	7	1	-	51	8		
Industry board member representatives	1-10	2	-	1	-	-	-	3	-		
	11-20	-	-	-	-	-	-	-	-		
	above 21	-	-	-	-	-	-	-	-		
	Sub Total	2	-	1	-	-	-	3	-		
<b>Grand Total</b>		25	4	77	19	11	-	113	23		

Table 2 comprises respondent groups. The research respondents under this category comprised of, 11(8.1) MA/Msc, 96(70.6) BA/BSc and 29(21.3%) college diploma holders.

The majority of concerned bodies involved in the system, 66(44.1 %) of them were in a range of 1-10 years of service and 45(33.1%) in a range of above 21 years of service.

This indicated that the administration of competence assessments was run almost by less experienced man power although the majority of them fulfilled the qualification criteria to administer the occupational competence assessment in the CGAA.

From the analysis made above, it is possible to say the combination and mix of the respondents group were found to have rich experiences and the required qualifications in order to collect appropriate data for the study. Sex composition of respondents was 16.9

percent female and 83.1 percent male who have been found to have role in the competence assessment administration process to run the program jointly.

#### **4.2 Organizational Structure of the CGAA CoC**

The organizational structure analysis of the occupational competence assessment and certification center (OCACC) is analyzed based on views of management members from the interview conducted on March 2011. In addition, the researcher tried to refer to the present organizational structure chart data available from the OCACC (Appendix B, Annex1). Regarding this, the researcher conducted interview with the OCACC management. One of the members Maru, put:

*The organizational structure based on the current competence assessment practices which are composed of Director under him the main work process which has two case teams, namely Assessor and Registrar case teams. There are also six support case teams under these which are composed of Finance procurement and logistic support process, Manpower administration, Budget and planning, Internal audit, Communication matters, and ICT support process (March 24, 2011).*

Similarly, the researcher conducted one hour interview with the other management member Fedlu, said:

*OCACC process council and under this Director, under him assessment experts, registrar, public relation, foreign experts and sub process owners which comprise of finance procurement, internal audit, budget and plan and human resource (March 14, 2011).*

Interview conducted with the third management member Daba indicated

*Director under him occupational assessment administration and assessment core process, OCACC Board, Resource, Data organization, Analysis and Certification core process, and under this, there are six support groups; Audit, Human resource, Plan and project, Finance procurement, Communication, and ICT (March 21,2011).*

From the responses of the above three respondents, it can be safely concluded that the present organizational structure is to mean the same thing as the base is to properly administer the ongoing occupational competence assessments in the city government of Addis Ababa.

Interview conducted with the rest of management members, they refrained from mentioning the organizational structure. The organizational structure chart illustrates,

Director, under him Assessment administration and Assessment center accreditation, Research, Data Organization Analysis and Certification core process, and support process. Under this core process there appear five sub groups, Human resource, Plan and Budget, Finance, Purchase and Property management, Communication, and ICT.

From the above analysis, it is possible to say that though there is some confusion among the management members as to the organizational structure of the CoC, it sounds that the present organizational structure is to mean the same thing as the base is to properly administer the ongoing occupational competence assessments in the city government of Addis Ababa. This way or the other, the intention of the occupational competence assessment and certification center (OCACC) was to establish a tangible and flexible system that permits an access of organizational structure to properly administer the ongoing occupational competence assessments.

#### **4.3 Administration of Occupational Competence Assessment in CGAA CoC**

To realize developmental needs of any nation the competence of individual workforce has to be confirmed continuously by means of occupational competence assessment process. It should not be one time task. Such an assessment needs proper and planned administration and organized and equipped centers for the conduct of the assessment (MoE, 2008). Since, occupational competence assessment (OCA) is a continuous and non- stoppable process, there must be a way to establish a meaningful and tangible system to strengthen the manpower, industry involvement, capacity and number of assessment centers, availability of skilled and competent assessors, securing confidentiality of assessment tools and results, infrastructures at all levels. Hence, the researcher wanted to investigate the extent of administering an assessment in the CGAA by using different respondent groups to collect appropriate data for the study.

#### **4.4 Status and Responsibilities of OCACC**

The status and responsibilities of OCACC to administer the ongoing assessment process is analyzed based on views of supervisors and assessors. The main data sources for the study were questionnaire. In general there were a total of 12 closed- ended items with 5 choices (scales) each containing (strongly. disagree, disagree, have no idea, agree, and

strongly. agree). All the four scales have been merged into two forms according to the positive and negative interpretations aspects, like Agree and Disagree respectively. Hence, the twelve closed-ended items in the questionnaire were categorized in Table 3 according to the similar characters they contained as indicators of CoC's responsibilities in administering assessments (Appendix C, Annex 1)

**Table 3. Supervisors' Views on Issues Related to CoC's Responsibility and Duties**

Issue	Response count and percent of respondent (N=17)			Descriptive Statistics N= (17)	
	Agree	have no idea	disagree	Mean	Std.Dv.
Competence assessments are administered in compliance with Assessment directives and guidelines of the CoC	14(82.3)	2(11.8)	1(5.9)	4.3529	.93148
The City Government of Addis Ababa (CoC) is equipped with all necessary facilities needed to administer the competence assessment.	9(52.9)	2(11.5)	6(36.5)	3.0625	1.69189
The manpower to administer the competence assessment is as per the occupational sector	10(62.5)	1(5.9)	7(41.1)	3.3529	1.65609
The number of candidates is increasing from time to time. Hence, the CoC has devised mechanism to cop up with the number.	13(76.5)	1(5.9)	5(30.9)	3.6250	1.40831
The City Government of Addis Ababa CoC is capable to manage the assessment process properly	15(83.2)	1(5.9)	3(17.7)	3.8824	1.21873
There is a genuine and fair assignment of assessors from the CoC's	15(88.2)	1(5.9)	1(5.9)	4.1176	.99262
Payment for the assessors and assessment centers underway in time	7(42.6)	1(5.9)	9(53.0)	2.8824	1.16632
Confirm the accreditation of competency assessors and competency assessment centers in the City government of Addis Ababa.	7(41.2)	4(25.0)	5(30.9)	3.3125	1.30224
Provide capability build-up programs for CoC experts	13(76.5)	3(17.3)	7(40.8)	3.1176	1.65387
Formulate assessment and certification policies and guidelines	11(64.7)	2(11.8)	1(5.9)	4.1250	.88506
Has established strong relations with industries	14(87.6)	1(5.9%)	2(11.8)	3.8824	1.05370
ensure that the assessment process is 'transparent', i.e. clear and available to all relevant people	14(87.6)	-	2(12.5)	4.2941	1.1599

As indicated in Table 3 above, 14(82.3%) of the supervisors agreed that competence assessments were administered in compliance with assessment directives and guidelines, where as only 1(5.9%) of them disagreed and 1(5.9%) were remained with have no idea. In the same Table 3, 9(52.9%) showed that the City Government of Addis Ababa (CoC) is equipped with all necessary facilities needed to administer the competence assessment, but 6(35.3%) disagreed with that idea. Likewise, 10(62.5%) respondents indicated the manpower to administer the competence assessment is as per the occupational sector, while, 7(41.1%) of them did not support this idea. In similar development, 15(88.2%) conformed that there is a genuine and fair assignment of assessors from the CoC's whereas, only 1(5.9%) were not satisfied with the fair assignment. As far as payment for the assessor is concerned, 9(53.0%) depicted that the OCACC did not fulfill its

responsibility in fixing honorarium in time, whereas, 7(42.7%) agreed. With regard to accreditation of assessors and assessment centers, 7(41.2%) tried to show that assessors and assessment centers were accredited whereas, 5(30.9%) and 4(25.0%) disagreed and abstained respectively as to the responsibilities and duties of the CoC in this regards. As to providing the capacity building program, the majority 13(76.5%) of the respondent accepted the reality of the program, whereas, 7(40.8%) of them did not accept this. Opinions were reflected for two responsibilities; establishment of strong relations with the industry and ensured that the assessment process was transparent and clear and available to all relevant people 14 (87.6%) but, the rest 2(11.8%) did not agree

In other way round, the focal persons gave their opinion on open-ended questions asked on capacities of the CoC that, 55.6% and 66.7% them agreed that the CoC has the following strong sides with respect to its capacity; able to administer the whole process of competence assessments with less number of supervisors. Able to release the results and schedules of the programs with its own websites, and evaluation is taking place every time after the conduct of assessment. In addition, continuous support for assessors and capacitate at all regards whereas, 66.7%; revealed the manpower scarcity and financial incapability of the CoC and yet 66.7%; of them suggested that, the CoC should devise a system for paying the assessment fee in time. Likewise 55.5% of them sighted the CoC needs to be reorganized from the supervisors to the top management.

The descriptive statistics of the respondents depicted that the instrument used to measure responsibilities and duties of the OCACC was in better condition.

Concerning this, the researcher conducted interview with the members of OCACC management. One of the members Maru, said “*attention was not given to accreditation since it was possible to run the program through memorandum of understanding*” (March 24, 2011).

In Table 3, 9(52.9%) of the respondents pointed out that the CGAA (CoC) is equipped with all necessary facilities needed to administer the competence assessment, whereas 6(35.5%) does not support this. Likewise, 10(62.5%) on the same Table 3, showed that the manpower to administer the competence assessment was as per the occupational

sector whereas, 7(41.1%) did not accept this idea. Regarding this, responses obtained from the supervisors on open- ended questions were high 15(88.2%) supported that the manpower needed were enough but, 2(11.1%) were for not equipped with necessary facilities and less number of manpower. Similarly, the researcher conducted interview with OCACC management members on this issue. One of the members of the mgt. Maru said:

*The OCACC is more or less in better condition with regard to budget, facilities, and manpower. Business process reengineering (BPR) program is under study to strengthen the capacity of the CoC at all regards (March24, 2011).*

The second person from the mgt. members Fedlu agreed with maru's view that there is not any shortage of budget and materials, but he said nothing about the manpower condition in the OCACC (March 22, 2011). Similarly, the rest of management members requested were reflected the same view as above (March 2011).

From the above analysis point of view one can say that, the CGAA (OCACC) has the capacity to administer the current assessments in compliance with the guide lines set and in collaboration with partners, and it indicates that it is in line to strengthen the implementation program in better way. It also showed that manpower capacity building program and facility conditions were at good mood. However, the discussion indicated that the CoC had not carried out its responsibility properly in paying the assessment fees for the assessors and assessment centers in the due date. This was also proved by the researcher during his visit to the assessment centers in the conduct of competence assessments.

Hence, from the researcher observation point of view, there was much complaint from assessors and focal persons that assessment fees were not paid on time. Like wise, the analysis showed accreditation has not yet been done on assessors and assessment centers. As a principle occupational assessment will take place in designated or accredited public, private or industry assessment centers. Similarly, assessments will be conducted by accredited assessors, possibly experts from the world of work.

#### 4.5 Level of the Capacity of the CoC to Undertake its Mandate to Administer the Competence Assessment in the CGAA

**Table 4: Focal Persons' Assessed Trainers' and Supervisors' Views on Issues Related to Capacities**

Issues	Response count and percent of respondent. N= 9 respondents					Response count and percent of respondent. N= 59 respondents					Response count and percent of respondent. N= 17 respondents				
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
The CGAA CoC is capable to manage the assessment process properly	1(11.1)	6(66.7)	-	1(11.1)	1(11.1)	2(3.4)	13(22.1)	14(23.7)	21(35.6)	9(15.3)	6(35.3)	7(41.2)	1(5.9)	2(11.8)	1(5.9)
Has established strong relations with industries	1(11.1)	5(55.6)	2(22.2)	1(11.1)	-	3(5.1)	4(6.8)	22(37.3)	21(35.6)	7(11.9)	6(35.3)	5(29.4)	4(23.5)	2(11.8)	-
The conduct of assessment is governed and guided by rules and regulations issued	2(22.2)	4(44.4)	-	1(11.1)	2(22.2)	8(13.6)	20(33.9)	14(23.7)	11(18.6)	5(8.5)	-	-	-	-	-
Complaints and appeals from candidates are entertained in time	1(11.1)	2(22.2)	1(11.1)	3(33.3)	2(22.2)	2(3.4)	11(18.6)	19(32.2)	18(30.5)	9(15.3)	6(35.3)	7(41.1)	1(5.9)	2(11.8)	0
Assessment schedules take place in time	1(11.1)	4(44.4)	2(22.2)	-	2(22.2)	7(11.9)	17(28.8)	7(11.9)	22(37.3)	6(10.2)	10(58.8)	5(29.4)	-	1(5.9)	1(5.9)
Assessment tools are administered properly	2(22.2)	3(33.3)	1(11.1)	3(33.3)	-	3(5.1)	19(32.2)	15(25.4)	17(28.8)	5(8.5)	12(70.6)	1(5.9)	1(5.9)	2(11.8)	-
The assessment process is 'transparent' i.e. clear and available to all relevant candidates	1(11.1)	7(77.7)	-	1(11.1)	-	5(8.5)	23(39.0)	5(8.5)	17(28.8)	8(13.6)	11(68.8)	3(18.8)	-	2(11.8)	-
Assessment centers are selected wisely	3(33.3)	3(33.3)	2(22.2)	-	1(11.1)	11(18.6)	26(44.1)	6(10.2)	9(15.3)	7(11.9)	-	-	-	-	-

5=strongly agree, 4=agree, 3=have no idea, 2=disagree 1=strongly disagree

Table 4, provides the views of supervisors', focal persons' and assessed trainers' levels of descriptive statistics of the competence assessment administration survey of the respondents with regard to issues related to capacity factors. Eight items were incorporated under this table to represent CoC's capacity issues. Table 4, contained responses of focal persons, assessed trainers, and supervisors on issues related to the extent of capacity of CoC to run the competence assessment in the CGAA. As shown in Table 4, 6(66.7%) of the focal persons responded that the CGAA CoC was capable to manage the assessment process properly whereas, 1(11.1%) of them denied its practicality.

Similarly, assessed trainers were asked the same question, the majority of them 50% answered that the CoC was not capable to manage the competence assessment while only 25% of them were against this idea.

This question was asked to supervisors as well; more than 75% of them agreed that the CoC was capable to manage the assessment process properly whereas, 17% of them did not accept this idea. These groups were asked the same question whether the CoC established strong relation with industries or not. Accordingly, 66%, of the focal persons, 11% of assessed trainers, and 64% of the supervisors answered that the CoC established strong relation with industries whereas, 11% of the focal persons, 50% of the assessed trainers and 11% of the supervisors denied its reality.

In other way round, more than 66% of the focal persons and 47% of the assessed trainers supported that the conduct of assessment is governed and guided by rules and regulations issued whereas, 33% of the focal persons and 27% of the assessed trainers did not accept this idea at all; and 23% of the assessed trainers were abstained. As far as complaints and appeals of candidates is concerned, 33% of the focal persons, 22% of the assessed trainers, and drastically 76% of the supervisors accepted that capacities of the CoC towards entertainment was good whereas, 55% of the focal persons, 45% of the assessed trainers, and 11% of the supervisors were not in support of this idea.

Regarding the capacities of the CoC in scheduling of assessment programs and administration of assessment tools 55% of the focal persons supported this idea, while almost 30% of them did not, in line with this, 17% and 61% of the assessed trainers showed positive response respectively whereas, 37% and 45% of the assessed trainers showed negative response to it. With regard to the clarity and availability of the assessment tools and the wise selection of assessment centers; views from the three groups reflected as the following; 88% and 66% of the focal person's, 47% and 62% of th assessed trainers, and 86% of the supervisors' response showed positive but 11% and 22% of the focal persons, 31%, 26% of the assessed trainers, and. finally, 11% of the supervisors responses reflected negative reaction respectively.

To crosscheck the views, the researcher conducted interview with the industry board members. One of the board member representatives Dinku said that

*The understanding stages of industries are not on the same level. This situation made it difficult to establish strong relation in the system for the time being. Most of them think that the industries will not get any benefit from it. It is possible to say many of them are still at infantry stage to work for common goal (April 08, 2011).*

The second board member Yirga put his idea like this:

*The industry owners have the fear of losing their skilled workers. If they allow their practitioners to take part in the development of assessment tools and in the conduct of competence assessments they think they immediately lose them. Due to this they refrain from involving in the system (April 11, 2011).*

The third board member Aman said, “*The CGAA OCACC is trying every possible means to make awareness creation program continuously as the result of this some industries started establishing relations in this regards (April 12, 2011)*”. From the above discussion aspect, it is clear that, the finding implies some thing true about the capacity of the OCACC to run the occupational competence assessment in the CGAA however, still there were some challenges to overcome in order to properly administer the over all assessment activities. There appeared a big mismatch among the views of the three different respondents though, the responses obtained seemed to be inclined to the positive side. Responses from the assessed trainers had a big message that there are some gaps to be filled with regard to capacity building in order to satisfy the interests of all stakeholders and to run the assessment program efficiently at all levels.

The challenges to involve industries in the system looked headache to the CGAA CoC.

#### **4.6 Challenges of Securing Confidentiality of Assessments**

In general there were a total of 4 closed- ended items with 5 choices (scales) each containing (strongly disagree, disagree, have no idea, agree, and strongly agree). All the four scales have been merged into two forms according to the positive and negative interpretation aspects, like Agree as a positive and Disagree as a negative respectively.

Hence, four closed-ended items in the questionnaire were categorized in Table 5 according to the similar characters they contained as the level of securing confidentiality.

Table 5: Focal Persons' Candidates' Supervisors' and Assessors' Views on Confidentiality

Issues	Response count and percent of respondent. N= 9 respondents			Response count and percent of respondent. N= 59 respondents			Response count and percent of respondent. N= 17 respondents			Response count and percent of respondent. N= 42 respondents		
	Agree	H no Idea	Disagree	Agree	H no Idea	Disagree	Agree	H no Idea	Disagree	Agree	H no Idea	Disagree
Assessment tools are strongly secured during transfer to assessment centers	4 (44.4)	2 (22.2)	3 (33.3)	15 (25.4)	14 (23.7)	30 (50.9)	16 (94.1)	-	1 (5.9)	34 (80.0)	6 (14.3)	1 (2.4)
The conduct of assessment is governed and guided by rules and regulations issued	6 (66.6)	-	3 (33.3)	28 (47.3)	14 (23.7)	16 (27.1)	16 (94.2)	-	1 (5.9)	31 (73.8)	4 (9.5)	5 (11.9)
Assessment tools are administered properly	5 (55.5)	1 (22.1)	3 (33.3)	22 (37.3)	15 (25.4)	22 (37.3)	13 (76.5)	1 (5.9)	1 (5.9)	31 (73.8)	4 (9.5)	6 (14.3)
Supervisors perform all professional responsibilities with honesty, integrity, due care	8 (88.8)	-	1 (6.3)	37 (62.7)	6 (10.2)	16 (27.2)	14 (82.3)	-	2 (11.8)	28 (66.7)	3 (7.1)	10 (23.8)

As indicated in Table 5, respondents focal persons, assessed trainers, supervisors, and assessors were asked whether they believe that the assessment process was confidential or not. Accordingly, 4(44.4%) of focal persons, 15(25.4%) of assessed trainers, 16(94.1%) of supervisors, and 34(80.0%) of the assessors respondents asserted that it was confidential whereas, 3(33.3%), 30(50.9%), 1(5.9%), and 1(2.4%) of them denied its confidentiality. The same question was asked on table 8 to the assessed candidates whether they believe the conduct of the competence assessment was lacking in secrecy or not. 43(72.9%) of them responded “No”. Whereas, only 15(25.4%) of them said “Yes”.

To crosscheck the views, the researcher conducted interview with OCACC management.

One of the members of the OCACC management, Maru, said:

*The assessment tools are in the hands of very few assigned responsible employees only. Printing sealing and distributing of assessment tools will take place secretly through these assigned individuals, they are fully responsible for it. The already sealed assessment tools package will be opened in front of the candidates by the supervisors and assessors in the presence of focal persons. Assessment results are collected in the due date and then handed over to the registrar of OCACC immediately to be converted into soft copy by computer system (March 24, 2011).*

The second person from the mgt. member Fedlu said; *“The supervisors are fully responsible to collect the assessment tools from OCACC to the assessment centers and from assessment centers back to the registrar” (March 21, 2011).*

The third management member Daba said: *“There is a system to check confidentiality of assessments from distribution to collection until converted to soft copy in computer under the leadership of the registrar” (March 14, 2011).*

Similarly, the researcher conducted interview with the fourth mgt. member Helen said:

*There is a guide line by which every action is to be controlled regarding confidentiality of assessment tools in the system. Supervisors and registrar are the actors in this regard (March 22, 2011).*

The fifth mgt. member Wale said:

*Supervisors and registrar play a great roll in mobilizing assessment tools from centers to centers by using the existing format to exchange assessment tools in formal way (March 18, 2011).*

Concerning this, the researcher observed the assessment tools package being opened in front of the candidates during his visit to assessment centers on the conduct of competence assessments. (April 09, 2011)

From the analysis made above, it is possible to say that the challenges in securing confidentiality seemed to have been controlled by using different mechanisms which was established through the system of administering occupational competence assessments.

In other way round, it is also possible to understand that there appeared dissatisfaction on the levels of its confidentiality from certain groups and the mechanism devised to control the leakage of assessment tools and results had slight variation within among the OCACC management members themselves.

#### 4.7 Challenges of the Increase of Candidates Number From Time to Time.

**Table 6: Factors Related to Timely Increase of Candidates in CGAA CoC**

Number of candidates registered until six round by occupational sectors								
No	Sector	Rounds						Total
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	
1	Business	2113	2005	2008	4674	5363	9363	25528
2	ICT	-	-	528	1186	1408	1918	5040
3	Electricity and Electronics	-	62	282	583	220	1116	2263
4	Construction	-	147	1085	3072	114	3121	7539
5	Manufacturing	-	19	190	490	63	601	1363
6	Culture	-	-	-	56	80	79	215
7	Health	-	-	-	4881	3962	5793	14636
8	Hotel and Tourism	-	-	-	-	06	36	42
9	Garment and Textile	-	-	-	-	72	69	141
10	Automotive	-	35	191	617	135	687	1665
11	Leather Technology	-	-	-	125	01	54	180
Total		2113	2268	4284	15684	11424	22837	58610

The statistical data collected from the City Government of Addis Ababa OCACC showed that the number of candidates registered for occupational competence assessment in each round has increased drastically from time to time as shown in Table 6 above; however, the increment for a very few sectors showed inconsistency. Like wise, views of focal persons' on closed-ended questions supported the above analysis as shown bellow.

**Is the number of applicants to take assessment increasing from round to round?**

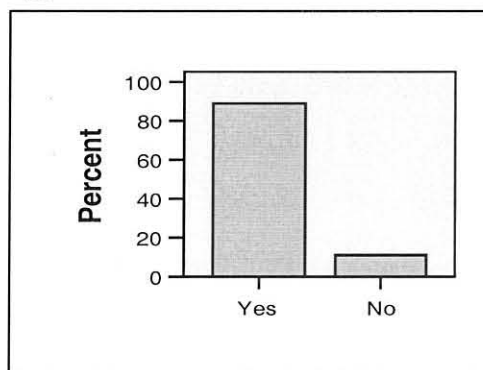


Figure 1 Focal persons' views on huge number of applicants

Focal persons' views on open-ended question item; do you think the number of applicants to take an assessment is increasing? 89% of the focal persons answered "Yes" whereas only 11% of them said "No" as shown in figure 1B above. The focal persons were asked a question on the solution needed to cop up with timely increased number of candidates and factors that contributed to the flow of candidates to take competence assessment. 56% of the focal persons' views sited industries shall be convinced to take the responsibility to build the capacity of assessment centers; and tangible support from the city Government of Addis Ababa to increase the number of manpower and infrastructure in order to cop up with that much number in the future (Appendix C, Annex 4) Concerning this, the researcher conducted interview with members of OCACC mgt. members. One of the members, Maru, said:

*It is obvious that the number is increasing from round to round. Hence, to overcome this problem the number of assessors and assessment centers should be increased in parallel. In addition the factors that contributed to the flow of candidate were the policy that every citizen has to go through competence assessment in order to be certified and get job (March 24, 2011).*

Interview conducted with the second mgt. member of the OCACC Daba suggested the following: *"The CoC must be strengthened with manpower and infrastructure"* (March 14, 2011).

Interview conducted with Helen said the following:

*The BPR is underway so it will give solution to this problem. In addition the number of assessors and assessment centers should be increased. With regard to the factor the demand for competent and skilled manpower in the labour market shall be assessed (March 22, 2011).*

Interview made with the fourth member Fedlu indicated that *"the number of assessors and assessment centers at the side of these, the capacity of the OCACC should be built"* (March 21, 2011). Similarly, Wale reflected the same opinion as Fedlu (March 18, 2011).

From the above discussion point of view, it would be simple to say that the increments of the number of candidates are very high. To manage this number the capacity of the CoCs should be built in every regards. The number of assessment centers and assessors should go in parallel with the number of the candidates respectively. The need to take assessment was found to be critical. The reason was also found to be the need for skilled manpower in labour market was very high across the country.

#### 4.8 The Level of Involvement of Stakeholders/Industries in the Assessment System

It is undeniable fact that the involvement of industries in the assessment system is crucial. Most countries depend on their industries either to take the whole responsibility or at least to take part in the process of competence assessment. TVET Reform is committed in enhancing industry involvement in the design of the occupational standards and technical education training and assessment tools development process. This commitment is in line with the user-led approach that underpins the TVET Reform.

**Table 7. Supervisors', Focal Persons' and Assessed Candidates' Views on Issues Related to Level of Industries Involvement**

Issues	Response count and percent of respondent. N= 17 respondents			Response count and percent of respondent. N= 9 respondents			Response count and percent of respondent N= 59 respondents		
	Agree	H no Idea	Disagree	Agree	H no Idea	Disagree	Agree	H no Idea	Disagree
The degree of industry involvement in the assessment process is encouraging	14(83.4)	2(11.8)	1(5.9)	3(33.3)	-	6(66.7)	15(25.4)	14(23.7)	30(50.9)
Administration of assessment practice takes place with the consultation of industry representatives	13(76.5)	1(5.9)	2(11.8)	4(44.4)	-	5(55.6)	28(47.6)	14(23.7)	16(27.1)
Majority of assessors are qualified practitioners selected from industry	13(76.5)	2(11.8)	2(11.8)	6(66.7)	2(22.2)	1(11.1)	13(22)	17(28.8)	27(45.7)
Has established strong relations with industries	11(64.7)	4(23.5)	2(11.8)	6(66.7)	2(22.2)	1(11.1)	7(12)	22(37.3)	28(47.5)

The positive response on the degree of involvement of industries in the assessment process was analyzed to be; 14(83.4%), 3(33.3%), and 15(25.4%) respectively whereas the negative response was 1(5.9%), 6(66.7%), and 30(50.9%). The finding indicates that the response obtained from focal persons and assessed candidates the degree of industries involvement in the assessment process is less, although the supervisors' views seemed to deny this fact. In similar way, 13(76.5%), 4(44.4%), and 28(47.6%) of supervisors, focal persons, and assessed candidates agreed that administration of assessment practice takes place with the consultation of industry representatives, but 2(11.8%) supervisors, 5(55.6%) of the focal persons, and 16 (27.1%) of assessed trainers disagreed with the

above idea, whereas 14(23.7%) of the assessed candidates refrained from responding.

The finding shows something true that the CoC has good practice in administering the assessment process in consultation with the industry representatives, however, expected to do a lot in this regards.

As to the selection of assessors, 13(76.5%), Supervisors, 6(66.7%) of the focal persons, and 13(22.5%) of assessed candidates confirmed that the selection is fair, whereas 2(11.8%), 1(11.1%), and 27(45.7%) of these respondent did not support the above idea respectively. According to the analysis point of view, the majority of these respondents accepted the CoC's selection method of assessors was fair and reasonable for appropriate conduct of competence assessments across the CGAA. 11(66.7%) of supervisors, 6(66.7%) of the focal persons, and 7(12.5%) of the assessed candidates asserted that the City Government of Addis Ababa occupational competence assessment certification center (OCACC) has established strong relations with industries, whereas the rest 2(11.1%), 1(11.1%), and 28(47.5%) of them did not accept the above idea in particular the assessed candidates.

Based on this discussion point of view, it would be simple to say that the CoC is in a better position to create conducive atmosphere to work together by establishing a board of industry representatives. To cross check the views, the researcher conducted interview with the management members.

One of the members of the OCACC mgt. Maru said the following:

*The industries are ready to participate in assessment tools development program. Currently there are about 16 industries who took part in conduct of competence assessments (March 24, 2011).*

One of the mgt. member fedlu said:

*Industries were not this much active to take part in the business sector in the assessment development process. Due to this the OCACC is forced to assign trainers to participate in assessment development process. The industries are not ready to allow their work sites and workshops for the conduct of practical assessment at various occupational sectors the OCACC conducts such assessments in Government and private TVET colleges instead (March 22,2011).*

The third member of the mgt. Daba put his idea: *"It was encouraging even it was not as expected from the CoC still it remains a lot of work to be done on the side of the CoC, continuous awareness creation program should be devised"* ( March 21,2011).

Like wise, one of the fourth mgt. members Helen said: *"The start is good 14 industries are taking part at all regards currently"* (March 22, 2011).

The fifth mgt. member Wale said: *"Most of the assessors are from industries however, the CoC is using the TVET colleges for the conduct of practical assessments"* (March 18, 2011).

Similarly, the researcher conducted interview with industry board members with regard to involvement of industries in the administration of competence assessments. One of the members Dinku said:

*Most industries are not ready to permit their workshops and work sites for conducting practical assessments. Most of these industries think that they get no benefit from it and it rather hinders the production processes. Conducting practical assessment takes the whole day due to this the industries are not yet ready to involve themselves in the system. Because of this the City Government of Addis Ababa CoC had a problem of selecting the standardized assessment centers for the time being. OCACC has a lot of work in this regard. More and more awareness creation program shall be done in compliance with the industry owners.(April 08,2011).*

The second board member Yirga put his idea like this:

*Most industries are at the infantry stage to take part in the assessment administration process. They think they will loose their skilled workers if they are involved in the system. So that is why they preferred to refrain from involving themselves and their practitioners from the whole system (April 11, 2011).*

The third board member Aman reflected: almost the same idea as the second member (April 12, 2011).

From the above views of respondents, one can conclude that however, there seemed smooth relations still it demands for continuous awareness creation work to be done.

Accordingly, the finding implied there is smooth relation between industries and City Government of Addis Ababa CoC in the administration of competence assessment processes however, still it needs much effort to be employed to completely involve the industry in the system in tangible manner until the work sites and workshops are under use for practical assessments and open to this purpose. There also appeared some

mismatches between the opinions of mgt. members about the number of industries who took part in the assessment process. There appeared quite different opinion from industry board members already interviewed that was the involvement of industries were found just contrary to the ideas obtained from OCACC management members and CoC's supervisors' ideas. In general there appeared a big gap in involving the industry in the system. The industries have not yet understood what the advantage and disadvantage of it. From this it is possible to understand that industries were far way from being the part of the system. It also indicated that they were not sending competent assessors to conduct the assessment and yet they did not permit their workshops and worksites for this purpose confidently as the owners of this system.

#### 4.9 The Possible Means to Cop up With Assessment Problems and Strengths

**Table 8. Assessed Candidates Views on Issues Related to Assessment Problems**

Issues	Response count and percent of respondent N= 59 respondents		Descriptive Statistics N=59	
	Yes	No	Mean	SD.
Some assessment items lack of clarity	31(52.5)	28(47.5)	1.4746	.50364
Tools and equipment supplied were not appropriate	27(45.8)	32(54.2)	1.5424	.50248
I was not provided with adequate support from the assessor.	16(27.1)	43(72.9)	1.7288	.44839
Assessor assigned was less qualified	26(44.1)	33(55.9)	1.5593	.50073
Orientation given before assessment was not adequate	27(45.8)	32(54.2)	1.5424	.50248
Time given for written test was not sufficient	10(16.9)	49(83.1)	1.4746	.50364
Time allocated for practical assessment was not enough	23(39.0)	36(61.0)	1.5424	.50248
The assessor had problem of communicating effectively	30(50.8)	29(49.2)	1.7288	.44839
Adequate feedback before the competence assessment was not provided	29(49.2)	29(49.2)	1.5593	.50073
The conduct of the competence assessment was lacking in secrecy	15(25.4)	43(72.9)	1.5424	.50248
Lack of adequate preparation on own side	17(28.8)	42(71.2)	1.4746	.50364
Lack of consistency in administering competence assessment	20(33.9)	39(66.1)	1.5424	.50248
The assessment center where I took the competence assessment was not the right place	17(28.8)	42(71.2)	1.7288	.44839

As shown in Table 8 above, respondent candidates were asked whether they believe that some assessment items lack clarity. Accordingly, 31(52.5%) of the assessed trainers asserted that it was lacking clarity whereas 28(47.5%) of them disagreed with that idea. In the same table 8 above, 32(54.2%) of these respondents supported that tools and equipment supplied were appropriate whereas 27(45.8%) of them accepted that it was not appropriate. Likewise, 43(72.9%) showed that assessors provided adequate support to

candidates whereas only 16(27.1%) of them denied that there was not adequate support from the assessors. These assessors were asked whether assessors assigned were less qualified or not. Accordingly, 33(55.9%) of them responded “No” that means they were qualified whereas 26(44.1%) said “Yes” that means they were less qualified.

Regarding orientation given, 32(54.2%) of candidates responded that the orientation given before assessment was not adequate. Whereas, 27(45.8%) of them agreed that it was adequate. As to time given for knowledge and practical assessment, 49(83.1%) and 36(61.0%) of the candidates responded the time given for both assessments were enough. Whereas, 10(16.9%) and 23(39.0%) of them asserted that it was not enough. On the same table 8 above, 30(50.8%) of the assessed candidates said, that the assessors had problem of communicating effectively, whereas 29(49.2%) of them denied this.

Similarly, 29(42.2%) of these respondents equally agreed and disagreed on questions asked about the adequate feedback before the competence assessment was not provided. Some, (71.2%) of respondents on table 8 above responded that there was not lack of adequate preparation on each candidate’s side, whereas 17(28.8%) of them said that there was a lack of adequate preparation on own side. As far as lack of consistency in administering competence assessment, 39(66.1%) of them denied this, whereas 20(33.9%) of them agreed that the CoC was lacking consistency in administering competence assessments. Assessment centers were said to be not the right place by 17(33.9%) of respondents on the same table above, whereas 42(71.1%) confirmed that they were the right place to take the competence assessments.

Regarding this, assessors were asked about problems in administering competence assessment through open-ended questions; their views were; assessment centers are not up to the standard 10(23.8%), 12(28.6%) said, assessment materials and supplies scarcity and quality. Some assessment center coordinators lack responsibility and not cooperative 7(16.7%), there was lack of punctuality during the conduct of assessments 11(26.3%), honorarium not paid in time 11(26.2%), assessors are not safeguarded 3(7.1%), the tedious time for the conduct of practical assessment 5(11.9%), communication gap and unethical manner of candidates (13(31.0)), missing of pages from the assessment packages 4.(9.5%), interference of supervisors during the conduct of assessments 2(4.8%),

extended awareness creation program with candidates and industries 10(23.8%), careful attention should be paid in arrangement and packing of assessment tools 10(23.8%), proper attention to standardized assessment labs and availability of materials for practical assessment 10(23.8%), more competent and subject specific experts for the CoC 4(9.5%), assessment centers should get ready for the assessment ahead of time 5(11.9%), clear and precise orientation for candidates ahead of time 6(14.3%) of the rest remained silent in this regard. The researcher observed some candidates allowed to take assessment out of the fixed programs they were supposed take assessments. This was may be happened due to the information gap created on program schedule posting in the appropriate location or place (April 22, 2011)

The finding indicated that assessment problem was some how seemed to be controlled and given much emphasis at all aspects. Unlike, there appeared gaps on some measure areas to smoothly run the competence assessments like; lacking in clarity on the assessment tools, communication problem on the side of assessors and adequate feed back to the candidates before the assessment. These were sensitive parts observed during visit to assessment centers.

#### **4.10 Process of Improving the Competence Assessment System**

Persons who educate or inform others about competence assessment have a professional responsibility MOCAC (1977 & 1998) to:

- remain competent and current in the areas in which they train and provide fair and balanced perspectives when teaching about assessment.
- avoid administering any assessment that is not part of the evaluation of candidate performance in a course if the administration of that assessment is likely to harm any candidate and avoid using or reporting the results of any assessment that is not part of the evaluation of candidate performance in a course if the use or reporting of results is likely to harm any candidate.
- protect all secure assessments and materials used in the instructional process.
- provide fair and balanced perspectives on assessment issues being discussed by policymakers, parents, and other citizens.

**Table 9. Views of Supervisors, Focal Persons and Assessors in Relation to Improvement of Competence Assessment Administration**

More assessment centers and fair transportation availability	2(22.2)
Appropriate budget and enough manpower allocation	5(55.6)
Continuous awareness creation program need to be made on stakeholders and parents	5(55.6)
More competent assessors and continuous training program for assessors and supervisors	6(66.7)
The CoC needs to be reorganized from the supervisors to the top management	5(55.6)

As indicated in Table 9 above, 5(55.6%) of the focal persons responded that appropriate budget and enough manpower allocation, continuous awareness creation program need to be made on stakeholders and parents, and the Coc needs to be reorganized from the supervisors to the top management in order to enhance the competence assessment administration process active and practical. In similar way, 6(66.7) of the focal persons suggested for more competent assessors and continuous training program for assessors, and supervisors to improve the whole assessment system effectively.

More than 55% of the focal persons views on improvement of assessment system implied, punctuality of assessors and un extended fee paying program for assessment centers and assessors; continuous work on awareness creation process for all stakeholders to take part in the competence assessment; and assessors' honorarium shall be increased from the opinion obtained on open-ended questions. (Appendix C, Annex 5)

In other way round, 55.6% and 66.7% of the focal persons agreed that the CoC has the following strong sides respectively; able to administer the whole process of competence assessments with less number of supervisors, able to release the results and schedules of the programs with its own websites, and evaluation is taking place every time after the conduct of assessment. In addition, continuous support for assessors and capacitate at all regards 66.7%; promote the manpower scarcity and financial capability of the CoC 66.7%; and the CoC should devise a system for paying the assessment fee in time 55.6% similarly responded the focal persons on open-ended questions.

Assessment centers are more cooperative in the assessment implementation program as 77.8% of the focal persons response implied to be the strong side of the assessment

centers in addition 55.6% of them agreed that assessment centers are more active in posting the lists of candidates and preparing materials. Assessors are also appreciated for their patience in overcoming the various challenges occurred during the conduct of competence assessments by 77.8% of focal persons and assessors are committed to update themselves with the existing rules and procedures 55.5% as the strong sides. (Appendix C, Annex 5)

To crosscheck the views, the researcher conducted interview with the industry board members. One of them Dinku said: *“in simple sentence; the CGAA and OCACC have to jointly work on awareness creation day and night until the industries understand the aim and target of this principle”* (April 8,2011).

One of the second members Yirga stated his idea like: *“industries yet did not understand that they are the owners of this system so we have to work to bring this industry into the system to work together for common benefits”* (April 11, 2011).

Aman, the third member said: *“The administration of occupational competence assessment should not be left to OCACC only all concerned stakeholders must be involved for the enhancement of the assessment process”* (April12, 2011)

From the respondents' view reflected above revealed that, the conduct of assessment should not be left only to the CoCs but all concerned stakeholders should work in parallel for common goals. Based on the above discussion point of view, although some strong sides were mentioned still there appeared a lot of promising actions for the improvement of the whole system. The discussion showed that the OCACC is not alone to meet the designed target. Continuous awareness creation program was found to be the best solutions just to attract the attentions of many industries into the system. Unlike, delay of assessment fees pay alleged to be one of the obstacles for the improvement of the system. There were

an indications of skill gaps among, assessors and supervisors. The finding indicated that all of the assessment centers and assessors were carrying out the assessment activities without being accredited. In addition the supervisors had a problem of transportation access to carry on their assessment activities to go from one assessment center to another center. Similarly, assessment centers were lacking in appropriate and standardized

assessment equipment and machines. Industries workshops and worksites were not yet under use of practical assessments.(Appendix C, Annex 3).

#### 4.11 Standard of Assessment Centers and Assessment Problems Observed

The majority of assessments are given at approved and accredited sites called assessment centers. These testing sites are typically industries, private and government college labs. Assessment centers involve candidates completing a number of different tasks as part of the selection process. An assessment centre should reflect the reality of the job and the organization (MoE, 2008).

**Table 10: Focal Persons’ Views on Activities of Competence Assessment Problems Observed in Assessment Centers**

Items	Response Count out of 9 and percent	Mean	Std. Deviation
Shortage of assessment consumable materials	5(55.5)	1.0000	.00000
Shortage of tools and equipment	4(44.4)	1.0000	.00000
Candidates' disciplinary problem	2(22.2)	1.0000	.00000
Assessors misconduct	5(55.5)	1.0000	.00000
Maintaining Secrecy of assessment tools	2(22.2)	1.0000	.00000
Shortage of copies of Assessment tools	2(22.2)	1.0000	.00000
Lack of clear work guidelines	5(55.5)	1.0000	.00000
Lack of readability/clarity of assessment tools	3(33.3)	1.0000	.00000
Lack of adequate orientation before assessment	4(44.4)	1.0000	.00000
Involvement of stakeholders in the system	3(33.3)	1.0000	.00000
Lack of proper administration from the CoC	5(55.5)	1.0000	.00000
Shortage of enough budget	5(55.5)	1.0000	.00000
Lack of consistency in administering assessments	4(44.4)	1.0000	.00000
Lack of adequate supervision from the CoC	-	-	-

As shown in Table 10, 5(55.5%) of the respondents agreed that there was problems of shortage of assessment consumable materials, assessors misconduct, lack of clear work guidelines, proper administration from the CoC and shortage of enough budget to conduct competence assessments in the majority of assessment centers. Still 4(44.4%) of these respondents disclosed that there was shortage of tools and equipment, lack of adequate orientation before assessment and lack of consistency in administering assessments.

Research finding based on focal persons and assessed trainers responses indicated there was lack of adequate orientation in advance of assessment day. As indicated, candidates need information to get prepared on what is required of them, requirements and procedures of assessment, occupational standard and unit of competences because most candidates left schools before occupational standards were prepared.(Table3)

Focal persons' responses in relation to administrative problems shows that there were lack of clear work guidelines and constraints of financial regulations in purchasing processes of inputs for assessment which was found to be beyond the scope of CoC (Table 10). The research result also indicated that there was problem of overlapping of assessment activity with the actual training of institutions, sharing the same resources and posing negative impact on practical training., The research result indicated that assessment centers which were actually serving as training centers are in deficit of machines, equipment and tools, and consumable materials. Moreover, costs of inputs were not recovered by assessment fees paid by candidates. In regard of this point, the researcher conducted interview with the OCACC management members. One of them Maru confirmed that: "*assessment cost is currently subsidized by the city government of Addis Ababa*" (March 22, 2011).

Similarly, the researcher conducted interview with industry board members with regard to standards of assessment centers. One of the members Dinku said:

*Most industries are not ready to permit their workshops and work sites for conducting practical assessments. Most of these industries think that they get no benefit from it and it rather hinders the production processes. Conducting practical assessment takes the whole day due to this the industries are not yet ready to involve themselves in the system. Because of this the City Government of Addis Ababa CoC had a problem of selecting the standardized assessment centers for the time being. OCACC has a lot of work in this regard. More and more awareness creation program shall be done in compliance with the industry owners.(April 05,2011).*

In addition to this, the researcher conducted interview with the industry board member representatives. One of the members Dinku openly disclosed *that*:

*most industries were not ready to permit their workshops and worksites for assessment purposes, because they think that if they allow they loose much time and the production will be less because of the practical assessment will take much time to conduct the designed assessment (April 08,2011).The second representative reflected, that “the workshops and worksites of most industries are standard ones, but the problem was their not being involved in the system”(Aprill11,2011).*

The idea reflected from the third representative was almost the same as to those mentioned above (April 12, 2011).

From the interview conducted it is clear to say that the CGAA OCACC did not invest much of its time to bring the attentions of industries into the system. It was obvious that the currently assigned assessment centers were not standardized to conduct in particular the practical assessments from this it is clear to understand that these workshops were not only used for assessment purposes but for trainings as well. Hence, it would be easy to predict that it had side effect in measuring the proper skills of candidates and to keep the quality of the standards in the system. Industries' workshops and worksites were underlined to be the best places to conduct in particular practical assessments but, most of these industries were hesitating to be involved in the system.

#### **4.12 Stages of Supervisors**

Codes of ethics and responsibilities cover areas such as one's professional role in society, integrity, conflicts of interest, diligent and due care, confidentiality, and communication with clients (candidates, parents) and the public who is involved in any type of assessment activity in education. Hence, supervisors are the actors who play the major roles in administration of competence assessment activities at all aspects (NCME, 1995). Hence, supervisors should know the principles, guidelines and procedures how to satisfy and deal with all concerned clients and must fulfill the required qualifications in the areas they were expected to supervise the assessment processes in order to make the program active and live.

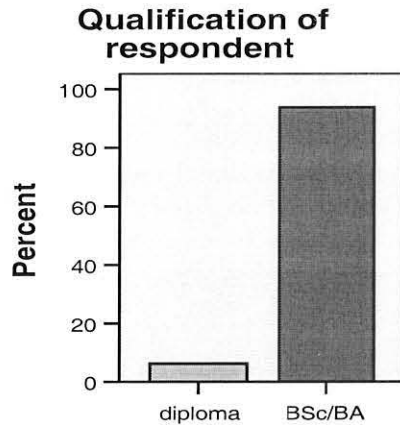


Figure 2 represents qualification level of supervisors in CGAA CoC

**Table 11 Supervisors Views on Issues Related to Occupational Areas Assigned**

Occupational sector areas	Response count	
	Frequency	Percent
1. Construction	2	11.8
2. Electrical Electronics	1	5.9
3. Textile and Garment	1	5.9
4. Leather and leather product technology	1	5.9
5. Business	3	17.6
6. Hotel and Tourism	1	5.9
7. Manufacturing	1	5.9
8. ICT	1	5.9
9. Culture	2	11.8
10. Agriculture	1	5.9
11. Health	1	5.9
12. Automotive	2	11.8
Total	17	100.0

As shown in Table 11 above, one supervisor 1(5.9%) was assigned for one occupational sector, whereas, 3(17.6%) assigned for business occupational sector only. Similarly the descriptive statistics depicted that one supervisor is expected to control, twelve occupations, in average at least six occupations

Concerning qualification, more than 16(94.1%) of the supervisors confirmed that almost all of them are first degree holders but, only 1(5.9%) with diploma level. Regarding the experience of the supervisors, the respondents depicted that 5(29.4%) of the supervisors had experience as world of work practitioners in the field. 6(35.3%) of these supervisors were below one year service currently. They were assigned as a supervisor by qualification and by the will of the director 5(29.4%). Concerning the responsibility and roles of the supervisors, in administration of competence assessments in the CGAA almost more than 10(60.0%) of the respondents supported that these supervisors have better position and decisive role in the assessment activities practice whereas, 3(17.6%) of them disagreed that all the supervisors were subject experts. (Appendix C, Annex 2)

The finding indicated that the CGAA OCACC is lacking in enough manpower in this particular work area and much burden is laid under the responsibility of few individuals. Most of the supervisors were new and poor of experience to carry out the responsibility confidently although they fulfill the qualification criteria expected.

One can tell that the supervisors have decisive power and role on the implementation and administration processes of the conduct of competence assessments.

**Table 12 Focal Persons' and Assessed Candidates' Responses on Issues Related to Stages and Roles of Supervisors in the CGAA.**

Issue	Response count and percent of respondent. N= 9					Response count and percent of respondent. N= 59				
	5	4	3	2	1	5	4	3	2	1.
All supervisors from the CoC are likely responsible	3(33.3)	4(44.4)	1(11.1)	1(11.1)	-	3(5.1)	16(27.1)	15(25.4)	17(28.8)	8(13.6)
Supervisors perform all professional responsibilities with honesty, integrity due care	4(44.4)	4(44.4)	-	1(11.1)	-	3(5.1)	11(18.6)	22(37.3)	18(30.5)	5(8.5)
Assessment tools are strongly secured during transfer to assessment centers	4(44.4)	-	2(22.2)	3(33.3)	-	2(3.4)	17(28.8)	20(33.9)	14(23.7)	6(10.2)
Supervisors and assessors are punctual during the conduct of assessments	1(11.1)	3(33.3)	-	4(44.4)	1(11.1)	5(8.5)	22(37.3)	6(10.2)	22(37.3)	4(6.8)
Proper attention is given to candidates from the CoC supervisors	1(11.1)	2(22.2)	2(22.2)	3(33.3)	1(11.1)	3(5.1)	19(32.2)	12(20.3)	21(35.6)	4(6.8)

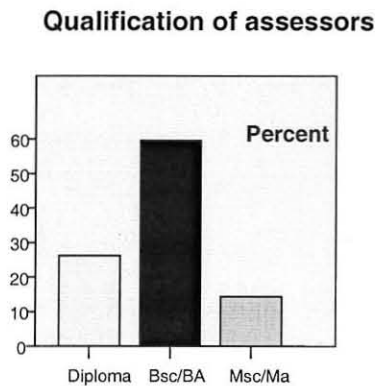
**5= Strongly Agree, 4=Agree, 3=Have no idea, 2=Disagree, 1=Strongly Disagree**

Regarding the opinions of focal persons on issues related to responsibility, honesty and integrity and securing the assessment tools during transfer to assessment centers had

positive attitudes whereas, the assessed candidates had negative implications on the same points as shown in Table 12. On punctuality and giving attention to candidates from the supervisors still showed failure on the eyes of both respondents.

From the above analysis points of view, it is possible to say the assessed candidates had suspicion whether the supervisors perform their duties properly or not even though, they had strong support from the focal persons of the assessment centers.

#### 4.13 Stages and Roles of Assessors in the CGAA



**Figure 3 represents qualification level of assessors who conduct assessment in CGAA.**

The above Figure 3 revealed the qualification level of assessors who currently participated in conduct of competence assessments in the CGAA CoC. 25(59.5%) were found to be Bsc/BA degree holders, 11(26.2%) were Diploma holders which of them were almost from industries, whereas only 6(14.3%) were found to have Msc/MA degree.

When seen from qualification perspectives, it looked logical to conduct the assessments according to the level of their qualifications from level I to level V

**Table 13 Respondents' Views on Issues Related to Current Position of Assessors**

Current positions of assessors	Response count	
	Frequency	Percent
Trainer	10	23.8
Surveyor	3	7.1
Accountant	1	2.4
Finance Manager	2	4.8
Site Engineer	1	2.4
Site supervisor	7	16.7
Technician	3	7.1
Medical lab technologist	4	9.5
HRM	4	9.5
Industry Forman	2	4.8
project manager	4	9.5
Total	41	97.6
Missin System	1	2.4
Total	42	100.0

As indicated in Table 13, the current position of the assessors are from different occupational sectors but, assessors from work sites were found to be very limited as located in the above Table 13.14(33.3%) of the assessors applied to be assessors whereas, only 2(4.8%) were recommended by professional associations and 5(11.9%) were recommended by training institutions.

The finding sighted that trainers were taking part in the conduct of competence assessments and it showed industries were not active in recommending assessors for assessment duties on behalf of them. The ratio distribution indicated one assessor for one sector whereas the majority was from five positions.

**Table 14 Views of Respondents on Issues Related to Competence Assessors**

Issue	Response count and percent of respondent N =17					Descriptive Statistics N =17	
	5	4	3	2	1	Mean	Std. Dv.
Assessors are provided with training and exercises before tools development	11(64.7)	4(23.5)	2(11.8)	-	-	4.5294	.71743
Majority of assessors are qualified practitioners selected from industry	11(64.7)	2(11.8)	2(11.8)	2(11.8)	-	4.2941	1.10480
All assessors conduct the competence assessment in ethical manner	4(23.5)	8(47.1)	1(5.9)	2(11.8)	2(11.8)	3.5882	1.32565
Most assessors in their field are committed for their responsibility	10(58.8)	4(23.5)	1(5.9)	2(11.8)	-	4.2941	1.04670
All assessors are proud of conducting of competence assessments	6(35.3)	6(35.3)	1(5.9)	3(17.6)	1(5.6)	3.7647	1.30045
Majority of assessors in the field are experienced trainers	11(64.7)	2(11.8)	1(5.9)	1(5.9)	1(5.9)	4.3125	1.25000
Assessors are certified through series of assessments	9(52.9)	6(35.5)	1(5.9)	1(5.9)	-	4.3529	.86177
All assessors are satisfied with the honorarium being paid	4(25.0)	3(17.6)	2(12.5)	4(25.0)	3(17.6)	3.0625	1.52616
There is a genuine and fair assignment of assessors from the CoC's	7(43.8)	7(43.8)	-	-	2(12.5)	4.3125	.70415
Assessors lack competence to undertake assigned responsibility	3(17.6)	3(17.6)	4(25.0)	3(17.6)	3(17.6)	3.0000	1.41421

**5= Strongly Agree, 4=Agree, 3=Have no idea, 2=Disagree, 1=Strongly Disagree**

More than 11(64.7%) of the supervisors strongly agreed that assessors were provided with training and exercises before tools development, similarly, the majority of the assessors were qualified practitioners selected from industries, and the majority of them were experienced trainers. Like wise, most of the responses from the supervisors supported that the assessors were conducting the assessment in ethical manner, as they in their field were committed for their responsibilities and yet they were proud of conducting of competence assessments and as they were certified through series of assessment, and at last the supervisors confirmed that all the assessors were assigned genuinely from the CoC. The response given on honorarium of the assessors whether they were satisfied or not almost equal response was obtained on both positive and negative sides 7(42, 6%) which implied some confusion in this regard. Like wise, similar

response was reflected on whether the assessors were lacking of competence or not to execute the assigned responsibility 6(35.2%). This response indicated that there was some doubt on competence of the assessors to undertake the assigned responsibilities.

The finding depicted that there was contradictory ideas from the analysis made above, that is 13(75.5%) of the response supported that the majority of assessors are qualified practitioners selected from industry whereas, 6(35.2%).of the respondents were doubtful about the competency of these assessors to carry out the assigned responsibilities

**Table 15 Focal Persons' and Assessed Candidates' Responses on Issues Related to Stages and Roles of Assessors.**

Issue	Response count and percent of respondent. N= 9					Response count and percent of respondent. N= 59				
	5	4	3	2	1	5	4	3	2	1
Most assessors in their field are committed for their responsibilities	1(11.1)	3(33.3)	2(22.2)	3(33.3)	-	3(5.1)	23(39.0)	13(22.0)	14(23.7)	6(10.2)
Assessors lack competence to undertake assigned responsibility	-	2(22.2)	2(22.2)	5(55.6)	-	5(8.5)	19(32.2)	14(23.7)	16(27.1)	5(8.5)
All assessors conduct the competence assessment in ethical manner	1(11.1)	3(33.3)	-	4(44.4)	1(11.1)	2(3.4)	22(37.3)	18(30.5)	12(20.3)	5(8.5)
Assessors are qualified practitioners selected from industry	2(22.2)	4(44.4)	2(22.2)	1(11.1)	-	2(3.4)	11(18.6)	17(28.8)	17(28.8)	10(16.9)
Assessment results are submitted immediately after the conduct of the competence assessment	3(33.3)	5(55.6)	1(11.1)	-	-	9(15.3)	26(44.1)	9(15.3)	11(18.6)	4(6.8)

5= Strongly Agree, 4=Agree, 3=Have no idea, 2=Disagree, 1=Strongly Disagree

As shown in Table 15 above, respondent focal persons and assessed trainers were asked whether assessment results were submitted immediately after the conduct of the competence assessment or not. Accordingly, 8(88.8%) and 35(59.4%) of the focal person and assessed trainer respondents asserted that it was submitted immediately after the conduct of the competence assessments. Whereas 15(25.4%) of the assessed trainer respondents denied. Like wise 6(66.6%) respondent focal persons agreed that assessors were qualified practitioners selected from industry. Whereas, 27(43.7%) of the assessed trainers were against this idea. 5(55.6%) of the focal persons were against with the idea

that assessors lack competence to undertake assigned responsibility. Whereas, 2(22.2%) of the focal persons agreed that assessors are lacking competence to undertake assigned responsibility. 4(44.4%) and 26(44.1%) of the focal persons and assessed trainers confirmed that most assessors in their field are committed for their responsibilities. Whereas, 3(33.3%) and 20(33.4%) of these respondents denied its reality.

From the above discussion point of view it is clear to say that all assessors are not from industries and it is obvious that there is skill gap among the assessors themselves. The strong side of the assessors was submitting the assessment results on time in the due date. It is also found that all the assessors were not ethical during the conduct of assessments. As to the responsibilities and roles of assessors on the conduct of competence assessments with compliance in administration of assessment, almost more than 33(78.%) of the respondents showed positive attitude towards the activities of the assessors expected from them (Appendix H). Regarding this, question was asked on the open-ended part, which reflected that assessors showed great effort in conducting in particular the practical assessment the whole day without any break. They remained patient with the unleashed characters of different candidates during the conduct of assessments. They showed up to conduct the practical assessment with fewer honorariums. Similarly, Assessors were committed to update themselves with the existing rules and procedures (Appendix C, Annex 5)

The analysis made above showed that, the majority of the assessors were found to cooperate with the OCACC in the administration of assessment processes; in development of assessment tools and in conducting of competence assessments

## **CHAPTER FIVE**

### **5. Summary, Conclusions, and Recommendations**

The purpose of this research was to conduct a survey study on the administration of occupational competence assessment and stakeholders' involvement practices in City Government of Addis Ababa.

To attain the purpose a research with descriptive statistics was conducted through three sampling techniques and data collected from six sample elements. The summary of the findings, conclusions arrived at and recommendation based on research findings will be presented in chapter five respectively.

### **5.1 Summary of Findings**

The major objective of this study was to study the occupational competence assessment administration process and stakeholders' involvement practices in the CGAA CoC. Hence, based on research basic questions, questionnaires and interview; formats were designed and administered to six sample elements. Interviews were conducted with OCACC management members and industry board member representatives. Questionnaires with different item types were used to collect data from four respondent groups; supervisors, assessment centers' focal persons, assessors and assessed trainers as well. Based on the analysis made, the following major findings were arrived at.

#### **5.1.1 Cases Related to Characteristics of Respondents**

The study disclosed that the combination and mix of the respondents group were found to have rich experiences and the required qualifications in order to collect appropriate data for the study. Sex composition of respondents was 16.9 percent female and 83.1 percent male who have been found to have a role in the assessment administration process.

#### **5.1.2 Organizational Structure**

The study revealed that the respondents seemed to be satisfied with the existing organizational structure of the CoC. However, some workers seemed to be confused about the organizational structure set up.

### **5.1.3 Status and Responsibilities of OCACC**

Currently, the CGAA OCACC was found to have the capacity to administer the assessments in compliance with guide lines set and in collaboration with partners and it indicated that it was in line to strengthen the implementation program in better way. It also showed that manpower capacity building program and facility conditions within the OCACC were at good mood. However, the CoC had not carried out its responsibility properly in paying the assessment fees for the assessors and assessment centers in time. Similarly, has not yet implemented accreditation on assessors and assessment centers. These were the major problems observed by the researcher during his visit to the assessment centers. Hence, the conduct of all competence assessments in CGAA was taking place by unaccredited assessors and assessment centers. Because of this, the CGAA OCACC had not fulfilled its responsibility properly.

### **5.1.4 Level of the Capacity of the CoC**

There appeared some gaps to be filled with regard to capacity building in order to satisfy the interests of all stakeholders and beneficiaries to run the assessment program efficiently at all levels. The challenges to involve industries in the system seemed to be headache to the CGAA CoC. The capacity of the OCACC found to be scattered to properly administer and manage the whole assessment activities and involve the industries in the system as expected.

### **5.1.5 Challenges of Securing Confidentiality**

The challenges in securing confidentiality was found to be controlled by using different mechanisms which was established through the system of administering occupational competence assessments. In other way round, there appeared dissatisfaction on the levels of its confidentiality from certain groups in particular candidates. The mechanism devised to control the leakage of assessment tools and results had slight variation within among the OCACC management members themselves.

### **5.1.6 Challenges of the Flow of Applicants/Candidates**

As shown in the analysis, the number of applicants to take the competence assessments found to be increased from round to round by large numbers. At the present condition the

capacity of the CoC is not enough to satisfy and manage this much number at the current situations. The need to take assessment was seemed to be critical. The reason was the need for skilled manpower in labour market across the country.

#### **5.1.7 Level of Involvement of Stakeholders/Industries**

The degree of industries involvement in the assessment process was found to be low. Most industries were not yet ready to permit their workshops and worksites for practical assessments. The industries have not yet understood what the advantage and disadvantage of this assessment. But the CGAA CoC had good practice in administering the assessment process in consultation with the industry representatives who organized themselves as the industry board members in the system. The CoC used a fair method of selecting and assigning assessors to conduct assessments in the selected government and private assessment centers. At present the CGAA CoC was found to mobilize all his power to make the administration of competence assessments active and live in collaboration with the available stakeholders who were already involved in the system.

#### **5.1.8 Cases Related to Assessment Problems and Strengths**

The finding indicated that assessment problem was some how seemed to be controlled and given much emphasis at all aspects. However, there appeared gaps on some measure areas to smoothly run the competence assessments like; lack of clarity on the assessment tools, communication problems on the side of assessors and lack of adequate feedback to the candidates before the assessment.

#### **5.1.9 Cases Related to Improving the Assessment System**

Although some weak sides were mentioned still there appeared a lot of promising actions for the improvement of the whole system. The discussion showed that the OCACC is not alone to meet the designed target in this regard. However, there was lack of strong awareness creation program to attract the attentions of industries into the system. Likewise delay of assessment fees pay alleged to be one of the obstacles for the improvement of the system. There were indications of skill gaps among, assessors and supervisors. The finding indicated that all of the assessment centers and assessors were carrying out the assessment activities without being accredited. In addition the

supervisors had a problem of transportation access to carry out their assessment activities as expected. Because of this they found it difficult to go from one assessment center to another center in time. Similarly, assessment centers were lacking in appropriate and standardized assessment equipment and machines. Industries workshops and worksites were not yet under use of practical assessments.

#### **5.1.10 Standard of Assessment Centers and Assessment Problems Observed**

The research result indicated that assessment centers which were actually serving as training centers are in deficit of machines, equipment and tools, and consumable materials. It also indicated that there was problem of overlapping of assessment activity with the actual training of institutions, sharing the same resources and creating negative impact on practical training. Administrative problems showed that there were lack of clear work guidelines and constraints of financial regulations in purchasing processes of inputs for assessment which was found to be beyond the scope of CoC (Table 10).

There was an indication that most candidates left schools before occupational standards were prepared.(Table3). Likewise, the currently assigned assessment centers were not standardized to conduct in particular the practical assessments.

#### **5.1.11 Cases Related to Stages of Supervisors**

The finding indicated that the CGAA OCACC was lacking in enough manpower in the particular work area hence, much burden is laid under the responsibilities of few individuals. Most of the supervisors were new and poor of experience to carry out the responsibility confidently although they fulfill the qualification criteria expected. Supervisors have been found to have decisive power and role on the implementation and administration processes of the conduct of competence assessments.

The assessed candidates were found to have suspicion whether the supervisors perform their duties properly or not. Contrary to this idea, the supervisors were strongly appreciated from the focal persons of the assessment centers by their tiresome activities and the patience they deserved.

### **5.1.12 Cases Related to Stages and Roles of Assessors**

When seen from qualification perspectives, the combination by qualification looked logical to conduct the assessment from level I to level V.

The finding sighted that trainers were taking part in the conduct of competence assessments and it showed industries were not active in recommending assessors for assessment duties on behalf of them. The finding depicted that there was contradictory ideas from the analysis made above, that is 13(75.5%) of the response supported that the majority of assessors are qualified practitioners selected from industries whereas, 6(35.2%).of the respondents were doubtful about the competency of these assessors to carry out the assigned responsibilities. From the above discussion point of view it is clear to say that all assessors were not from industries and it is obvious that there was skill gap within among the assessors themselves. The strong side of the assessors was submitting the assessment results on time in the due date and the majority of them were found to cooperate with the OCACC in the administration and conduct of assessment processes and in development of assessment tools. To the contrary, it was found that all the assessors were not ethical during the conduct of assessments.

## **5.2 Conclusions**

Based on the data analysis and the findings presented above the following conclusions were drawn.

**5.2.1** The City government of Addis Ababa occupational competence assessment and certification center (OCACC) promotes occupational assessments across the city government of Addis Ababa (CGAA) in collaboration with the industry through preparation of assessment tools development, training of assessors and assigns the assessment centers and conducts occupational assessment in various occupations for candidates who graduate from different TVET Colleges and institutes and come from the world of work.

Hence, it can be concluded that the inclusion of relevant stakeholders in the administration of assessment systems contributes much to the improvement quality of assessments and ensuring the assessment up to the standard.

**5.2.2** The number of female assessors and female workers who take part in administration of assessment process was found to be low compared to their counter parts. Hence, this situation negatively affects the contributions of women in the assessment administration.

**5.2.3** Lack of adequate readiness to share their workshops and work sites for the conduct of competence assessment activities was seen as one of the problems encountering the CoCs. Therefore, one can conclude that less degree of involvement of industries would negatively affect the development of appropriate assessment tools and quality of assessment tools standards in the assessment administration process.

**5.2.4** Lack of clarity in the assessment tools and lack of timely and adequate feedback was one of the problems. Therefore, these situations negatively affect the conduct of competence assessments and its quality in general.

**5.2.5** Lack of maintaining confidentiality was one of the major problems. Hence, this situation would have its own impact on the standards of assessments, assessment results of candidates and the skills in labour markets.

**5.2.6** Lack of adequate and standardized assessment equipment and machines in the assessment centers was found to be one of the major problems. Hence, this situation negatively affects the standards of the competence assessments and assessing the competences and skills of candidates.

**5.2.7** Lack of skilled and enough man power to administer the assessment was seen to be one of the major problems in the CoCs. Therefore, this situation negatively affects the present assessment administrations system.

**5.2.8** Lack of transportation was found to be one of the problems. Hence, it can be concluded that the availability of transportation would provide appropriate and active services to all concerned stakeholders and beneficiaries on time.

**5.2.9** Lack of abundant versions of valid and reliable test items for each occupation and respective qualification levels was seen as one of the problems encountering the CoCs.

Therefore, when there is not enough number of versions of assessment tools there is the possibility to use duplicated versions of assessment tools to conduct different candidates at different times. This situation will have negative impact on the results of

candidates who have the same skill levels and standards. Hence, it would be difficult for the CoCs to exactly identify incompetent from the competent candidates.

### **5.3 Recommendations**

The following section deals with the recommendations thought to be implemented based on research findings and results obtained from the study.

**5.3.1** The Current organizational structure of the CGAA OCACC seemed to be designed to create possible path to all users. Based on the finding obtained this will not be enough to manage and satisfy all those who expect tangible services from the City Government of Addis Ababa CoC. Likewise, the need for occupational competence assessment was very high; and the flow of applicants to take the competence assessments was increasing from round to round. Hence, the researcher recommends for promotion of better organizational structure with appropriate infrastructure in order to overcome the challenges that follows. So, the City Government of Addis Ababa (CGAA) and the concerned stakeholders have to take their time to rebuild the organizational structure and capacity of the OCACC in order to be able to go in parallel with timely demand of applicants to take assessments.

Finally the researcher wanted to raise issue related to the OCACC workers that was; they should know what is going on inside their respective sectors. And yet they should know the rules and procedures of organizational structure of the OCACC properly.

Monitory work from CGAA and stakeholders shall be conducted for workable organizational structure for better and proper administration of competence assessments

**5.3.2.** The responsibility and effort of OCACC to satisfy the interests of all stakeholders by mobilizing all the resources is encouraging and the practical activity to build the capacity of manpower and improving facility condition needs to be strengthened and backed by all concerned stakeholders and government sectors. Likewise, accreditation on assessors and assessment centers should take place immediately by the CGAA center of competence and concerned partners. Conducting competence assessments by unaccredited assessors and assessment

centers shall be stopped with no time. Otherwise, conducting assessments without securing these conditions reliable will have no guarantee. Hence, the OCACC needs support from the CGAA to establish the system and make the conduct of competence assessment tangible and reliable in the CGAA. Likewise, assessment fees for assessors and assessment centers should be fixed in time in order to keep these partners to take part actively and confidently in the program. Finally the researcher recommends that OCACC has to revisit and take immediate action on the critical points mentioned above. In addition the City Government of Addis Ababa (CGAA) shall pay visit to these areas and make the necessary corrections immediately.

**5.3.3** In order to satisfy the interests of all stakeholders and beneficiaries to run the assessment program efficiently at all levels the capacity of the CoC shall be built and revitalized at all regards so as to run the planned assessment program active and live. Capacities of the management members, supervisors, registrars, human resource personnel shall be built in accordance with specific tasks they were expected to perform in the assessment administration process. The capacity level of the OCACC was limited to administer the current assessment program alone so, the support of industries is very crucial in order to fill the gaps in this regard. Joint effort is important to accomplish the common goal. Hence, the city government of Addis Ababa and concerned stakeholders shall work jointly to enable the capacity of OCACC at all levels for the proper administration of competence assessments.

**5.3.4** The effort shown from the OCACC to secure challenges of confidentiality in administering competence assessments was encouraging and needs assistance from all stakeholders to fight against corruption in this regard. The OCACC management ought to have common language on the mechanisms devised to control the leakage of assessment tools and results in their respective centers just to convince all users and stakeholders who want to support the idea that they had. Hence, there should not be idea variation within among them selves as management member. In conclusion, the efforts applied to secure challenges of confidentiality shall be backed by the CGAA and MoE.

**5.3.5** There must be a tangible solution to manage and entertain the big number of applicant candidates who want to take the competence assessments from round to round. Accordingly, this solution can be: backing up the CoC with appropriate and skilled manpower, promote the standards and numbers of the assessment centers, increase the number of assessors, make the workshops and worksites of industries and enterprises ready for this purpose, allocate enough and appropriate budget and tangible and real infrastructure resources. It is an indication to know how much the need to take competence assessment has escalated at present. So it seemed to be an alarm not to be left only to the CoCs but to all citizens across the CGAA.

The reason for escalation was the need for skilled manpower in labour market across the country (Table 6). Hence, this matter should not be left to the occupational competence assessment and certification center only. Accordingly, all responsible bodies should cooperate to solve this issue, in particular the CGAA shall work on this as the front line body in order to increase the number of assessment centers, assessors, conduct awareness creation work on the industries to permit their workshops and worksites and build the capacities of the OCACC at all regards.

**5.3.6** Much work is expected to be done on the degree of industries involvement in the assessment process so as to make them aware and conscious to take part in the administration of competence assessment process and allow their practitioners to participate in the conduct of competence assessments in the CoC. Currently, the CoC seemed to do every possible means to administer the assessment process by overcoming all the challenges he had. Accordingly, it is good practice and wise decision to use a fair method of selecting and assigning assessors to conduct the current assessments in the selected government and private assessment centers as a solution. It was also good to take this action that was, to work in consultation with the industry representatives who organized themselves as the industry board members in the system so as to administer the assessment process in consultation for common benefits. Hence, stakeholders, industry board member representatives, CGAA, and MoE jointly shall work for the mass mobilization of all industries for bilateral interest.

5.3.7 It was found that some of the problems were some how controlled and this strong side of the OCACC shall be appreciated and strengthened better than before.

However, some actions need to be taken just to fill the gaps observed on major areas to smoothly run the competence assessments like; lacking in clarity on the assessment tools, communication problem on the side of assessors and adequate feed back to the candidates before the assessment. These were sensitive parts observed during visit to assessment centers. So the researcher recommends that, the occupational standard development and assessment directorate (MoE) shall consider the issues related with clarity and secrecy of assessment tools that may occur during development. Likewise, the researcher recommends that, OCACC is still expected to deal with issues like solving the problems of securing confidentialities, conducting orientation to the candidates ahead of time, posting the exact location of assessment centers on the appropriate place, and paying time for assessment fees for the assessment centers and assessors. With regard to communication gap on the side of the assessors, shall also be solved through trainings by the OCACC program.

5.3.8 Continuous awareness creation program was found to be the best solutions just to attract the attentions of many industries into the system. In similar way, the supervisors must be provided with adequate transportation facilities in order to go from one center to the other just to perform their activities ahead of time. Similarly, assessment centers need to have all necessary and standardized assessment equipment and machines so as to help them conduct assigned assessments since industries' workshops and worksites were not yet under use for practical assessments.

Based on the findings it is possible to recommend that the CGAA shall give solutions towards making continuous contact with industry owners in order to bring them into the system for common benefits. With regard to transportation facilities, the OCACC has the responsibility to improve the transportation facility in order to accomplish the expected activities from supervisors and the like workers in the scheduled and fixed time.

**5.3.9** As the research result indicated that assessment centers which were actually serving as training centers have to be separated and reconciled definitely in order to run each program independently. Likewise the overlapping of assessment activity with the actual training of institutions program shall not go in parallel in order not to interfere the normal training program at all. Sharing the same resources for the two programs should be avoided immediately. Administrative problems like, lack of clear work guidelines and constraints of financial regulations in purchasing processes of inputs which were beyond the scope of CoC shall get solution by concerned body.

It also would have been good if orientation program was conducted ahead of time because, candidates need information to get prepared on what is required of them.

Hence, the currently assigned assessment centers were not up to the standard to conduct in particular the practical assessments. From this point of view, it is clear to understand that these workshops were not only used for assessment purposes but for trainings as well.

This implies that it had side effect in measuring the proper skills of candidates and to keep the quality of the standards in the system. Rather, industries' workshops and worksites were underlined to be the best places to conduct specially the practical assessments. Most of these industries were hesitating to be involved in the system.

Hence, the City Government of Addis Ababa shall pay visit to these areas and conduct monitoring work to solve the problems in order to make assessment activities active and continuous in city government of Addis Ababa (CGAA).

**5.3.10** The occupational competence assessment and certification center (OCACC) was in deficit of appropriate number of manpower to run the current intensive assessment activities. To administer such an intensive assessment activity by few individual may not be practical and have its own side effect on the out put expected. To be effective at all regards, capacity building program shall be conducted to the already available supervisors since these supervisors were new and poor of experience to carry out the responsibility and defined activities confidently. Hence, the researcher recommends that, the OCACC have to pay strict attention in filling the scarcity of manpower gap in order to satisfy the interests of all concerned stakeholders and beneficiaries in the system. In addition, the Ethiopian capacity building program Ecbp TVET reform component (MoE) shall support the CoC in building the capacity deficiency in manpower.

**5.3.11** As it was depicted from the findings, trainers were taking part in conduct of competence assessments currently may be just to cover the scarcity of industry assessors. Accordingly, it would be much better if all the competence assessments have been conducted by industry assessors in order to properly administer assessments in compliance with guidelines and principles of CoCs and MoE.

With regard to skill gap of assessors, the OCACC has the responsibility to fill the skill gap problems of assessors in various occupational sector areas.

Hence, the OCACC has to do a lot in this regard in order to keep the status and dignity of candidates and the principle of administering assessments in line. In other way round, the majority of the assessors were found to cooperate with the OCACC in the administration and conduct of assessment processes; and in development of assessment tools. Accordingly this trend shall be appreciated, encouraged and strengthened by all concerned bodies. From these perspectives, much work is expected from OCACC and CGAA and MoE to capacitate and shape these assessors just to conduct the competence assessments in the CGAA. in order to achieve the designed target in compliance with guide lines, rules and procedures of the CoC and.

**5.3.12** The CoC was lacking of abundant versions of valid and reliable test items for each occupation and respective qualification levels. Hence, it would be advisable to have more versions of assessment tools by establishing an item data base (bank) system. The Occupational Standard Development and Assessment Directorate (MoE) is responsible to find solution to this problem immediately.

**5.3.13** To sum up, the researcher identified that the administration of occupational competence assessment was challenged with many problems indicated in the findings despite its strengths. Therefore, in order to run the system effectively, the problems identified have to be addressed at any hierarchal level and the occupational competence assessment administration system has to be reviewed and monitored in order to be active and live.

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# APPENDICES

## Appendix-A

### Annex 1

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Study

School of Graduate Studies

Department of Business Education

A Survey Study on Occupational Competence Assessment Administration and the Degree of Stakeholder's Involvement Practices:

The Case of Addis Ababa City Government CoC

Interview for OCACC Management

**Dear Respondent,**

Since the system of verifying the competence of candidates needs to be formally structured and regulated; the general directions of administering the assessment and certification process, in line with responsibilities, and accountabilities of each partner should be clearly identified and pinpointed at all levels. Hence, you are in frontline as overseer of the administration of occupational competence assessment in the City Government. Thus, due to your position as top management of the OCACC, it is believed that you possess adequate information on the status, implementation problems, and strengths in competence assessment operations.

The purpose of this study is to gather information on survey study of Occupational Competence Assessment Administration and stakeholders' involvement practices: The case of the City Government of Addis Ababa OCACC.

This study is conducted for partial fulfillment of MA Degree requirement in **Administration of Vocational Education**. It is expected to yield appropriate information for further and better administration of the assessment system respectively. Hence, it is hoped that your response would be rigorous and sincere.

I extend my sincere thanks in advance for your concern and co-operation for mutual benefits

#### **A. BACK GROUND INFORMATION**

1. Organization \_\_\_\_\_

2. Sex: \_\_\_\_\_

3. Qualification \_\_\_\_\_

4. Current Position \_\_\_\_\_

5. Year of service:-

- 5.1. As a teacher /trainer \_\_\_\_\_yrs  
5.2. on current position \_\_\_\_\_yrs  
5.3. Other assignment \_\_\_\_\_ / \_\_\_\_\_yrs  
5.4 Total \_\_\_\_\_yrs

## **B. DETAILS**

1. What is the overall organizational structure of the CoC to administer occupational competence assessment in the City Government of Addis Ababa?
2. Please, indicate the status and elaborate your opinion on budget, facilities and staffing of CoC to undertake its responsibility
3. What is the status and degree of stakeholders' involvement in occupational competence assessment in the City Government?
4. How do you maintain the confidentiality of competence assessment tools and assessment results in the assessment processes?
5. What types of competence assessment tools would you apply to assess the candidates' competence?
6. What is the mechanism of administering standard of quality in the process?
7. How are assessors selected, trained, assigned and evaluated?
8. Are assessors and assessment centers accredited? If these are not accredited, how do you respond to the legality of assessment and certification activities?
9. How do you solve the skill gap deficiencies of the experts of the CoC to properly administer the overall competence assessment process?
10. The number of candidates is increasing from time to time. If your answer to this saying is **yes**, what is your plan to cop up with this flow in the future?
11. How do you evaluate the current procedures of assessment tools development?
12. How do you administer assessment tools reliability and validity? Whose responsibility is this task?
13. How do you administer data organization and management in CoC? (test items, assessors profile, candidates data, assessment results)
14. What are the major challenges that the CoC encountered while undertaking occupational competence assessments?
15. What measures do you think are remedies to improve the assessment system in the city government?

**Thank you very much for your sincere concern and cooperation!!**

**Annex 2**

**ADDIS ABABA UNIVERSITY**

**College of Education and Behavioral Study**

**School of Graduate Studies**

**Department of Business Education**

**A Survey Study on Occupational Competence Assessment Administration and the Degree of Stakeholder's Involvement Practices:**

**The Case of Addis Ababa City Government CoC**

**Interview for Industry Board Member Representative**

**Dear Respondent,**

Since the system of verifying the competence of candidates needs to be formally structured and regulated; the general directions of administering the assessment and certification process, in line with responsibilities, and accountabilities of each partner ... should be clearly identified and pinpointed at all levels. Hence, you are in frontline as overseer of the degree of stakeholder's involvement in the occupational competence assessment process in the City Government of Addis Ababa. Thus, due to your position as professional association representative, it is believed that you possess adequate information on the extent of industries involvement in the system of competence assessment operation.

The purpose of this study is to gather information on survey study of Occupational Competence Assessment Administration and stakeholders' involvement practices: The case of City Government of Addis Ababa OCACC.

This study is conducted for partial fulfillment of MA Degree requirement in Administration of Vocational Education. It is expected to yield appropriate information for further and better administration of the assessment system respectively. Hence, it is hoped that your response would be rigorous and sincere.

I extend my sincere thanks in advance for your concern and co-operation for mutual benefits.

**B. BACK GROUND INFORMATION**

1. Organization \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Qualification \_\_\_\_\_
4. Current Position \_\_\_\_\_
5. Year of service:-

5.1. As a Practitioner/supervisor \_\_\_\_\_yrs

5.2. on current position \_\_\_\_\_yrs

5.3. Other assignment \_\_\_\_\_/ \_\_\_\_\_yrs

5.4 Total \_\_\_\_\_yrs

#### **B. DETAILS**

1. What is the extent of the awareness of the industry to take part in the assessment process?
2. What is the extent and degree of your industry involvement in occupational competence assessment administration in the City Government of Addis Ababa?
3. In your opinion, is there any access for the CoC to establish linkage with relevant industries for the conduct of workplace or on- site assessment?
4. In your opinion, is the industry ready to oversee the implementation of assessment activities in the City government of Addis Ababa?
5. Do you think the involvement of industries in the assessment process comprehensive? Please mention.
6. What challenges do your industries encounter to properly undertake in occupational competence assessment process?
7. What measures do you think are remedies to improve the involvement of industries in the system?

**Thank you very much for your sincere concern and cooperation!!**

### Annex 3

ADDIS ABABA UNIVERSITY  
College of Education and Behavioral Study  
School of Graduate Studies  
Department of Business Education

#### A Survey Study on Occupational Competence Assessment Administration and the Degree of Stakeholder's Involvement Practices:

The Case of Addis Ababa City Government CoC

#### Questionnaire for Addis Ababa City Government CoC Supervisors

Dear Respondents,

Since the system of verifying the competence of candidates needs to be formally structured and regulated; the general directions of administering the assessment and certification process, in line with responsibilities, and accountabilities of each partner ... should be clearly identified and pinpointed at all levels. Hence, you are in frontline as overseer of the administration of occupational competence assessment in the City Government. Thus, due to your position as supervisor of the OCACC, it is believed that you possess adequate information on the status, implementation problems, and strengths in competence assessment operations. The purpose of this study is to gather information on survey study of Occupational Competence Assessment Administration and stakeholders' involvement practices: The case of the City Government of Addis Ababa CoC.

This study is conducted for partial fulfillment of MA Degree requirement in Administration of Vocational Education. It is expected to yield appropriate information for further and better administration of the assessment system respectively. Hence, it is hoped that your response would be rigorous and sincere. It shall as well be clear that the researcher assures you that your responses are strictly confidential.

I extend my sincere thanks in advance for your patience, concern and co-operation for mutual benefits.

**Do not** write your name on this questionnaire. We do not need to know who you are.

#### A. Back ground information

1. Organization \_\_\_\_\_

2. Sex: 2.1 Male  2.2 Female

3. Qualification (Put "✓" in the corresponding box)

3.1	Diploma		3.3. 2 <sup>nd</sup> degree	
3.2.	1 <sup>st</sup> Degree		3.4 PHD	

4. Your current Position: \_\_\_\_\_

5. Year of service:-

5.1. As a teacher /trainer \_\_\_\_\_yrs

5.2. As world of work practitioner in the field \_\_\_\_\_ys

5.3. On current position \_\_\_\_\_yrs

5.4 Total \_\_\_\_\_yrs

6. Occupational area(s) you are administering competence assessment (s)

6.1. \_\_\_\_\_ 6.2. \_\_\_\_\_ 6.3. \_\_\_\_\_

**B .DETAILS**

7. Please, list types of work related training you have taken during your stay here?

Training topics
7.1a
7.1b

7.2 What is your comment on training given to you to be fruitful on your supervision task?

7.2.1 \_\_\_\_\_

7.2.2 \_\_\_\_\_

8. How were you assigned as a supervisor?

8a. Applied to be a supervisor

8b. Recommended by the CoC director

8c. Recommended by staff meeting

8d. Recommended by qualification

8e. If any other, please indicate \_\_\_\_\_

**C. Instruction:** Please, rate issues on items included in tables 9 ,10 and 11 based on five rating scales provided :(5= strongly agree; 4= Agree; 3= have no idea; 2= disagree; 1= strongly disagree. Please indicate your choice by using "x")

9. Please, rate the following issues related to your roles/responsibilities

No	Issue	Alternatives				
		strongly agree	Agree	have no idea	disagree	Strongly disagree
9a	We have a process of internal moderation of assessments before the candidates get them.					
9b	We talk about whether our competency assessments test what we want them to test.					
9c	Assessment tools are strongly secured during transfer to assessment centers					
9d	There is a genuine and fair assignment of assessors from the CoC					
9e	Ensure that assessment results are submitted immediately after the conduct of the competence assessment					
9f	Install a quality assured system in consultation with CoC Management					
9g	Maintain the facilities of the assessment venue to comply with all the requirements prescribed by the CoC					
9h	Ensure that the conduct of assessment shall be governed and guided by the rules and regulations issued.					
9i	Extend cooperation to assessment center representatives in conduct of supervision during the conduct of competence assessment					
9j	We provide support for 'at risk' candidates					
9k	We help candidates to prepare for their assessments ahead of time.					
9l	All supervisors from the CoC are likely responsible					
9m	Complaints from candidates are entertained in time					
9n	Assessment schedules take place in time					
9o	The same assessment tools are administered uniformly at the same time in the City government.					
9p	Validity and reliability of assessment tools is checked before the conduct of competence assessment					
9q	All supervisors are subject experts					
9r	Administration of assessment practice takes place with the consultation of industry representatives					
9s	Assessment tools are administered properly					
9t	perform all professional responsibilities with honesty, integrity, due care.					
9u	We are well facilitated to carry out our assignments					
9v	We are alert and punctual during the conduct of assessments					
9w	Make challenges and appeals accessible to all candidates					

10. Please, rate the following issues related to competency assessment assessors

No	Issue	Alternatives				
		strongly agree	Agree	have no idea	disagree	Strongly disagree
10a	Assessors are provided with training and exercises before tools development					
10b	Majority of assessors are qualified practitioners selected from industry					
10c	All assessors conduct the competence assessment in ethical manner					
10d	Most assessors in their field are committed for their responsibility					
10e	All assessors are proud of conducting of competence assessments					
10f	Majority of assessors in the field are experienced trainers					
10g	Assessors are certified through series of assessments					
10h	All assessors are satisfied with the honorarium being paid					
10i	There is a genuine and fair assignment of assessors from the CoC's					
10j	Assessors lack competence to undertake assigned responsibility					

11. Please, rate the following issues related to center of competence (CoC)

No	Issue	Alternatives				
		strongly agree	Agree	have no idea	disagree	Strongly disagree
11a	Competence assessments are administered in compliance with assessment directives and guidelines of the CoC					
11b	The industry involvement in the assessment system is encouraging					
11c	The City Government of Addis Ababa OCACC is equipped with all necessary facilities needed to administer the competence assessments.					
11d	The manpower to administer the competence assessment is as per the occupational sector					
11e	The number of candidates is increasing from time to time. Hence, the OCACC has devised mechanism to cop up with the number.					
11f	The City Government of Addis Ababa OCACC is capable to manage the assessment process properly					
11g	There is a genuine and fair assignment of assessors from the CoC					
11h	Payment for the assessors and assessment centers underway in time					
11i	Confirm the accreditation of competency assessors and competency assessment centers in the City government of Addis Ababa.					
11j	Provide capability build-up programs for CoC experts					
11k	Formulate assessment and certification policies and guidelines					
11l	Has established strong relations with industries					
11m	ensure that the assessment process is 'transparent', i.e. clear and available to all relevant people					

12. Please, indicate other problems worth mentioning that you observed on administration of occupational competence assessment in the city Government

12. 1. \_\_\_\_\_

12. 2. \_\_\_\_\_

13. Please mention the most difficult challenges for you as a supervisor?

13. 1. \_\_\_\_\_

14. As frontline person as an expert, please, list down what you think would help for improvement of and to strengthen the assessment system.

14.1. \_\_\_\_\_

*Thank you very much for your sincere concern and cooperation!!*

## Annex 4

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Study

School of Graduate Studies

Department of Business Education

### A Survey Study on Occupational Competence Assessment Administration and the Degree of Stakeholder's Involvement Practices:

The Case of Addis Ababa City Government CoC

Questionnaire for Assessment center focal Person/Coordinator

*Dear Respondent,*

Since the system of verifying the competence of candidates needs to be formally structured and regulated; the general directions of administering the assessment and certification process, in line with responsibilities, and accountabilities of each partner ... should be clearly identified and pinpointed at all levels. You are in frontline as coordinator of the administration of occupational competence assessment in the **Assessment Center**. Thus, due to your position it is believed that you possess adequate information on the status, administration problems and strengths in competence assessment operations.

The purpose of this study is to gather information on survey study of Occupational Competence Assessment Administration and stakeholders' involvement practices: The case of the City Government of Addis Ababa CoC. This study is conducted for partial fulfillment of MA Degree requirement in Administration of Vocational Education. It is expected to yield appropriate information for further and better administration of the assessment system respectively. Hence, it is hoped that your response would be rigorous and sincere. It shall as well be clear that the researcher assures you that your responses are strictly confidential.

**I extend my sincere thanks in advance for your concern and co-operation for mutual benefits.**

#### A. BACK GROUND INFORMATION

1. Organization/Center \_\_\_\_\_

2. Sex: 2.1. Male  2.2. Female

3. Qualification

3.1	Diploma		3.3.2 <sup>nd</sup> degree	
3.2.	1 <sup>st</sup> Degree		3.4 PHD	

4. Current Occupation \_\_\_\_\_

5. Year of service:-

5.1. As a teacher /trainer \_\_\_\_\_yrs

5.2. As a practitioner/ supervisor \_\_\_\_\_yrs

5.3. on current position \_\_\_\_\_yrs

5.4. Other assignment \_\_\_\_\_/\_\_\_\_yrs

5.5 Total \_\_\_\_\_yrs

#### B. DETAILS

6. Have you taken training on occupational competence assessment administration?

6.1. Yes  6.2 No

7. What are your responsibilities and mandate as focal person at the assessment center?

7.1. \_\_\_\_\_

Problem	use "x" mark for your response
8.1.Shortage of assessment consumable materials	
8.2.Shortage of tools and equipment	
8.3.Candidates' disciplinary problem	
8.4.Assessors misconduct	
8.5.Maintaining Secrecy of assessment tools	
8.6. Shortage of copies of Assessment tools	
8.7.Lack of clear work guidelines	
8.8 Lack of readability/clarity of assessment tools	
8.9. Lack of adequate orientation before assessment	
8.10. Involvement of stakeholders in the system	
8.11. Lack of proper administration from CoC	
8.12. Shortage of enough budget	
8.13. Lack of consistency in administering assessments	
8.14. Lack of adequate supervision from the CoC	

7.2 \_\_\_\_\_

7.3 \_\_\_\_\_

8. As an assessment center focal person, which of the following problems are observed at the center related to assessment activity?

**C. Instruction:** Please, rate issues on items included in table 9 based on five rating scales provided :( 5= strongly agree; 4= Agree; 3= have no idea; 2= disagree; 1= strongly disagree. Please indicate your choice by using "x")

9. Issues related to city government of Addis Ababa CoC, Supervisors, assessment centers and assessors

No	Items	Alternatives				
		strongly agree	Agree	have no idea	disagree	Strongly disagree
9a	The City Government of Addis Ababa CoC is capable to manage the assessment process properly					
9b	Has established strong relations with industries					
9c	The conduct of assessment shall be governed and guided by the rules and regulations issued					
9d	Complaints and appeals from candidates are entertained in time					
9e	Assessment schedules take place in time					
9f	Assessment tools are administered properly					
9g	The assessment process is 'transparent', i.e. clear and available to all relevant candidates					
9h	Assessment centers are selected wisely					
9i	All supervisors from the CoC are likely responsible					
9j	Assessment centers are capable of managing the conduct of assessments					
9k	Supervisors perform all professional responsibilities with honesty, integrity, due care.					
9l	Assessment tools are strongly secured during transfer to assessment centers					
9m	Supervisors and assessors are punctual during the conduct of assessments					
9n	Proper attention is given to candidates from the CoC supervisors					
9o	Most assessors in their field are committed for their responsibilities					
9p	Assessors lack competence to undertake assigned responsibility					
9q	All assessors conduct the competence assessment in ethical manner					
9r	Assessors are qualified practitioners selected from industry					
9s	Assessment results are submitted immediately after the conduct of the competence assessment					
9t	There is a smooth relationship between OCACC and assessment centers					
9u	There is a proper arrangement of assessment rooms and laboratories during the conduct of competence assessments.					
9v	Conducting assessment on Saturday and Sunday is comfortable					

10. Do you think the number of candidates to take an assessment is increasing from time to time?

10.1. Yes  10.2 No

10.3. If your answer is Yes, Please mention some of the mechanisms to be applied to cop-up with that number in the future.

10.3.1. \_\_\_\_\_

10.3.2. \_\_\_\_\_

10.3.3. \_\_\_\_\_

10.3.4. \_\_\_\_\_

11. Please, list down briefly what you think would help for improvement of the assessment system in AA city government as assessment center focal person.

11.1. \_\_\_\_\_

11.2. \_\_\_\_\_

11.3. \_\_\_\_\_

11.4. \_\_\_\_\_

12. Please mention some of the worth points that you may think to be strong side and to be strengthened in the conduct of competence assessment process?

12.1. On the side of the CoC a) Strong side: 12.1.1. \_\_\_\_\_

12.1.2. \_\_\_\_\_

12.1.3 \_\_\_\_\_

b) To be strengthened: 12.1.1 \_\_\_\_\_

12.1.2. \_\_\_\_\_

12.1.3 \_\_\_\_\_

12.2. On the side of the assessment centers a) Strong side: 12.2.1 \_\_\_\_\_

12.2.2 \_\_\_\_\_

12.2.3 \_\_\_\_\_

b) To be strengthened: 12.2.1 \_\_\_\_\_

12.2.2 \_\_\_\_\_

12.2.3 \_\_\_\_\_

12.3 On the side of assessors a) Strong side 12.3.1 \_\_\_\_\_

12.3.2 \_\_\_\_\_

12.3.3 \_\_\_\_\_

b) To be strengthened: 12.3.1 \_\_\_\_\_

12.3.2 \_\_\_\_\_

12.3.3 \_\_\_\_\_

13. Please, indicate measures required to improve the assessment system

13.1 \_\_\_\_\_

13.2 \_\_\_\_\_

13.3 \_\_\_\_\_

13.4 \_\_\_\_\_

#### 14. ADDITIONAL COMMENTS

Please feel free to add any other information or opinions in relation to the administration of competence assessment

14.1. \_\_\_\_\_

14.2. \_\_\_\_\_

14.3. \_\_\_\_\_

14.4. \_\_\_\_\_

**Thank you very much for your concern and cooperation!!**

## Annex 5

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Study

School of Graduate Studies

Department of Business Education

### A Survey Study on Occupational Competence Assessment Administration and the Degree of Stakeholder's Involvement Practices:

The Case of Addis Ababa City Government CoC

#### Questionnaire for Occupational Competence Assessors

#### Dear Respondents,

Since the system of verifying the competence of candidates needs to be formally structured and regulated; the general directions of administering the assessment and certification process, in line with responsibilities, and accountabilities of each partner ... should be clearly identified and pinpointed at all levels. The purpose of this study is to gather information on survey study of Occupational Competence Assessment Administration and stakeholders' involvement practices: The case of the City Government of Addis Ababa CoC. This study is conducted for partial fulfillment of MA Degree requirement in Administration of Vocational Education. It is expected to yield appropriate information for further and better administration of the assessment system respectively. Hence, it is hoped that your response would be rigorous and sincere. It shall as well be clear that the researcher assures you that your responses are strictly confidential.

I extend my sincere thanks in advance for your patience, concern and co-operation for mutual benefits.

**Do not** write your name on this questionnaire. We do not need to know who you are.

#### A. General Information

1. Sex: a) Male  b) Female

2. Qualification (Put "✓" in the corresponding box)

2.1	Diploma		2.3. 2 <sup>nd</sup> degree	
2.2.	1 <sup>st</sup> Degree		2.4 PHD	

3. Address of the respondent

3a.Region \_\_\_\_\_

3b. Kifleketema \_\_\_\_\_

3c Wereda/kebelie \_\_\_\_\_

4. Information about the organization:

4a.Name of the workplace \_\_\_\_\_

4b.Region \_\_\_\_\_

4c, Kifleketema \_\_\_\_\_

5. Your current Position: \_\_\_\_\_

6. Year of service:-

6.1. As a teacher /trainer \_\_\_\_\_yrs      6.2. As world of work practitioner in the field \_\_\_\_\_ys

6.3. On current position \_\_\_\_\_yrs      6.4 Total \_\_\_\_\_yrs

7. Occupational area(s) you have been accredited for to conduct an assessment

7.1 \_\_\_\_\_ 7.2 \_\_\_\_\_ 7.3 \_\_\_\_\_

**B .DETAILS**

8. Have you taken training on the following? (Please indicate your response using “√” mark)

No	Issues	Response	
		yes	No
8.1a	Occupational Standards development		
8.1b	Assessment tools development		
8.1c	Occupational standard based competence assessment		

8.2 What is your comment on training given to you to be fruitful on your assessment task?

8.2.1. \_\_\_\_\_

8.2.2. \_\_\_\_\_

9. How were you selected as an assessor?

9a. Applied to be an assessor

9b. Recommended by your organization/industry

9c. Recommended by Professional Association

9d. Recommended by training institution

9e. If any other, please indicate \_\_\_\_\_

**Instruction:** Please, rate issues on items 10 and 11 based on five rating scales (5= strongly agree; 4= Agree; 3= have no idea; 2= disagree; 1= strongly disagree. Please indicate your choice by using “x”)

10. Please, rate the following issues related to assessors and assessment tools based on your experiences in terms of the degree of your agreement

No	Issues	Alternatives				
		strongly agree	Agree	have no idea	disagree	Strongly disagree
10a	Assessors are certified through series of assessments					
10b	Assessment tools are administered properly					
10c	Assessment tools are secured during conduct of assessment					
10d	Assessment tools are strongly secured during transfer to assessment centers					
10e	All assessors are from the industries					
10f	Most assessors in your field are competent to carry out their assignments					
10g	Assessment centers for the field are well furnished					
10h	We have been accredited as assessors					
10i	We have been trained as assessors.					
10j	We would welcome training/more training as assessors					
10k	All assessors are satisfied with the honorarium being paid					
10l	There is a genuine and fair assignment of assessors from the CoC’s management					
10m	There is a proper arrangement of assessment rooms and laboratories during the conduct of competence assessments.					
10n	The supervisors provide enough support for the smooth conduct of the competence assessments					
10o	Conducting assessment on Saturday and Sunday is comfortable					
10p	There is no failure on the side of The CoC in administering the assessment implementation program					

11. What is the degree of your responsibility to which each of the following factors in the conduct of competence assessments with compliance in administering the overall assessment processes?

No	Issue	Alternatives				
		strongly agree	Agree	have no idea	disagree	Strongly disagree
11a	We provide support for 'at risk' candidates					
11b	We help candidates to prepare for their assessments ahead of time.					
11c	All assessors conduct the competence assessment in ethical manner					
11d	Most assessors in their field are committed for their responsibility					
11e	All assessors are proud of conducting of competence assessments					
11f	We are competent to carry out our assignments					
11g	We report to a superior about our candidates' assessment results.					
11h	We have a process of internal moderation of assessments before the candidates get them.					
11i	Candidates' results are reported on the very day					
11j	We talk about whether our assessments test what we want them to test					
11k	We visit assessment centers/sites one day before.					
11l	We feel equal responsibility with the CoC's assessment rules and procedures					
11m	All supervisors from the CoC are likely responsible					
11n	Most of the assessment center focal personnel are found to be on the sides of assessors every time					
11o	We are alert and punctual during the conduct of assessments					

12. Please, indicate other problems worth mentioning that you observed in administering the occupational competence assessment in the city Government of AA CoC?

12. 1. \_\_\_\_\_

12. 2. \_\_\_\_\_

13. Please mention the most difficult challenges for you as an assessor?

13. 1. \_\_\_\_\_

13. 2. \_\_\_\_\_

14. As frontline person as an assessor, please, list down what you think would help for improvement of and to strengthen the assessment system.

14.1. \_\_\_\_\_

14.2. \_\_\_\_\_

#### 15. ADDITIONAL COMMENTS

Please feel free to add any other information or opinions in relation to the administration of competence assessment processes

15.1. \_\_\_\_\_

15.2. \_\_\_\_\_

*Thank you very much for your sincere concern and cooperation!!*

## Annex 6

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Study

School of Graduate Studies

Department of Business Education

### A Survey Study on Occupational Competence Assessment Administration and the Degree of Stakeholder's Involvement Practices:

The Case of Addis Ababa City Government CoC

Questionnaire for Competence Assessment Candidates

**Dear Respondent,**

Since the system of verifying the competence of candidates needs to be formally structured and regulated; the general directions of administering the assessment and certification process, in line with responsibilities, and accountabilities of each partner ... should be clearly identified and pinpointed at all levels. The purpose of this study is to gather information on survey study of Occupational Competence Assessment Administration and stakeholders' involvement practices: The case of the City Government of Addis Ababa CoC. This study is conducted for partial fulfillment of MA Degree requirement in Administration of Vocational Education. It is expected to yield appropriate information for further and better administration of the assessment system respectively. Hence, it is hoped that your response would be rigorous and sincere. It shall as well be clear that the researcher assures you that your responses are strictly confidential.

I extend my sincere thanks in advance for your patience, concern and co-operation for mutual benefits.

**Do not** write your name on this questionnaire. We do not need to know who you are.

#### A. General Information

1. Sex: 1.1 Male  1.2 Female

2. Qualification (Put "✓" in the corresponding box)

2.1	Diploma		2.3. 2 <sup>nd</sup> degree	
2.2.	1 <sup>st</sup> Degree		2.4 PHD	

3. Age: a) 20-25  b) 26- 30  c) 31-35   
d) 36 -40  e) 41 and above

4. Address of the respondent

4a.Region \_\_\_\_\_

4b. Kifleketema \_\_\_\_\_

4c Wereda/kebelie \_\_\_\_\_

5. Information about the Training Center

5a.Name of the TVET College \_\_\_\_\_

5b.Region \_\_\_\_\_

5c, Kifleketema \_\_\_\_\_

6. Information on your Technical and Vocational Education and Training

6a. Field of Training \_\_\_\_\_ 6b. Training Level \_\_\_\_\_

7. Are you employed? a) Yes  b) No

**B. Occupational Competence Assessment related Issues**

8. Indicate the occupation, qualification level you were assessed for and overall achievement in occupational competence assessment

8.1. Occupation \_\_\_\_\_ 8.2. Qualification level \_\_\_\_\_

8.3. Your achievement: 8.3a. Competent  8.3b. Not yet competent

9. Indicate the assessment part which was most difficult for you

9a. Written test  9b. Practical assessment.  9c. Oral questions

10. Which of the following specific problems did you encounter in relation to competence assessment conducted? Give your response by using  $\sqrt$  mark under Yes or No column.

No	Problem related to competence assessment	Yes	No
10a	Some assessment items lack of clarity		
10b	Tools and equipment supplied were not appropriate		
10c	I was not provided with adequate support from the assessor.		
10d	Assessor assigned was less qualified		
10e	Orientation given before assessment was not adequate		
10f	Time given for written test was not sufficient		
10g	Time allocated for practical assessment was not enough		
10h	The assessor had problem of communicating effectively		
10i	Adequate feedback before the competence assessment was not provided		
10j	The conduct of the competence assessment was lacking in secrecy		
10k	Lack of adequate preparation on own side		
10l	Lack of consistency in administering competence assessment		
10m	The assessment center where I took the competence assessment was not the right place		

**C. Instruction:** Please, rate issues on items included in table 11 based on five rating scales provided :( 5= strongly agree; 4= Agree; 3= have no idea; 2= disagree; 1= strongly disagree. Please indicate your choice by using “x)

11. Issues related to city government of Addis Ababa CoC, Supervisors, and assessors

No	Items	Alternatives				
		strongly agree	Agree	have no idea	disagree	Strongly disagree
11a	The City Government of Addis Ababa CoC is capable to manage the assessment process properly					
11b	Has established strong relations with industries					
11c	The conduct of assessment shall be governed and guided by the rules and regulations issued					
11d	Complaints and appeals from candidates are entertained in time					
11e	Assessment schedules take place in time					
11f	Candidates are helped to prepare for their assessments ahead of time					
11g	Assessment tools are administered properly					
11h	The assessment process is ‘transparent’, i.e. clear and available to all relevant candidates					
11i	Assessment results are released in time					
11j	Assessment centers are selected wisely					
11k	Assessments should be conducted by local assessors					
11l	All supervisors from the CoC are likely responsible					
11m	All supervisors are subject experts					
11n	Supervisors perform all professional responsibilities with honesty, integrity, due care.					

11o	Assessment tools are strongly secured during transfer to assessment centers					
11p	Supervisors and assessors are punctual during the conduct of assessments					
11q	Proper attention is given to candidates from the CoC supervisors					
11r	Most assessors in their field are committed for their responsibilities					
11s	Assessors lack competence to undertake assigned responsibility					
11t	All assessors conduct the competence assessment in ethical manner					
11u	Assessors are qualified practitioners selected from industry					
11v	Assessment results are submitted immediately after the conduct of the competence assessment					
11w	Provide support for 'at risk' candidates					

12. Please mention some of the worth points that you may think to be strong side and to be strengthened in the conduct of competence assessment process?

12.1. On the side of the CoC a) Strong side: 12.1.1. \_\_\_\_\_  
 12.1.2. \_\_\_\_\_  
 12.1.3. \_\_\_\_\_

b) To be strengthened: 12.1.1 \_\_\_\_\_  
 12.1.2. \_\_\_\_\_  
 12.1.3. \_\_\_\_\_

12.2. On the side of the assessment centers a) Strong side: 12.2.1 \_\_\_\_\_  
 12.2.2 \_\_\_\_\_  
 12.2.3 \_\_\_\_\_

b) To be strengthened: 12.2.1 \_\_\_\_\_  
 12.2.2 \_\_\_\_\_  
 12.2.3 \_\_\_\_\_

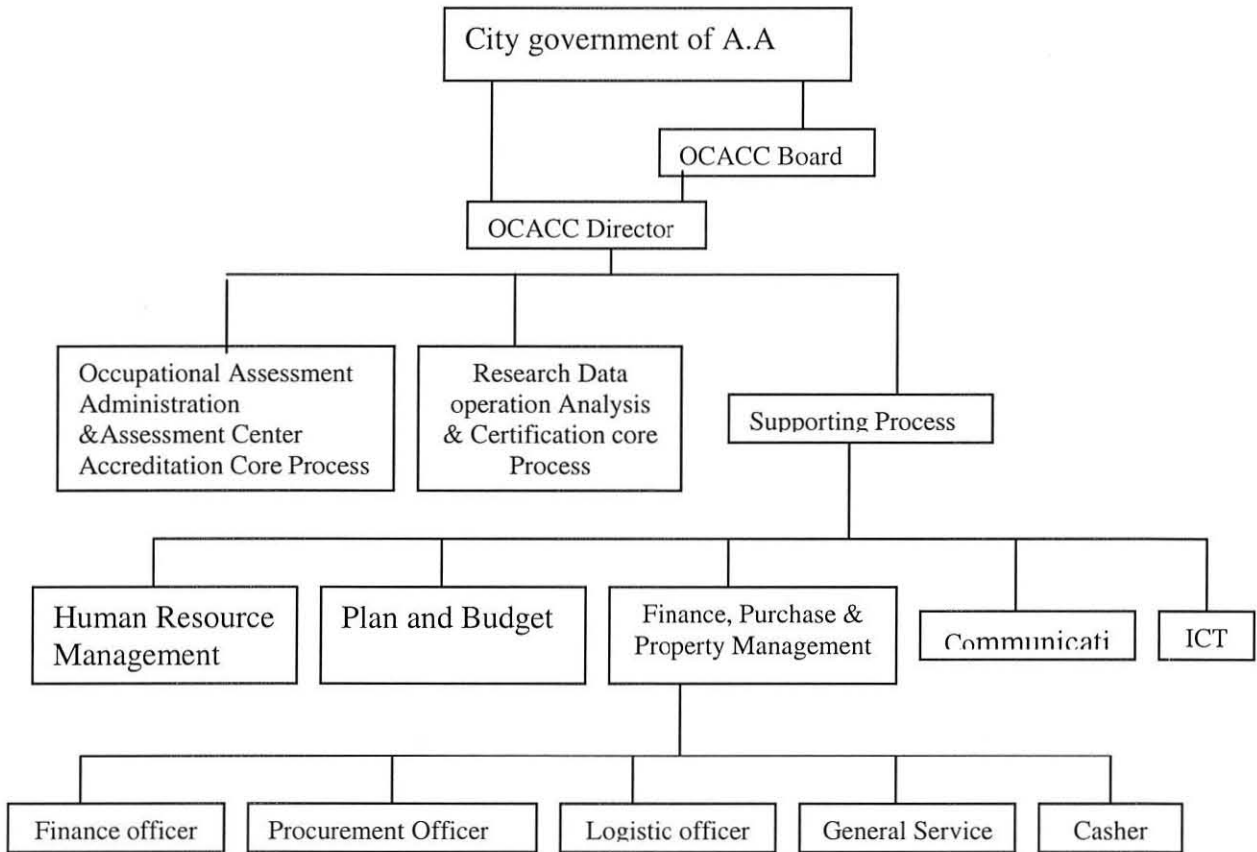
12.3 On the side of assessors a) Strong side 12.3.1 \_\_\_\_\_  
 12.3.2 \_\_\_\_\_  
 12.3.3 \_\_\_\_\_

b) To be strengthened: 12.3.1 \_\_\_\_\_  
 12.3.2 \_\_\_\_\_  
 12.3.3 \_\_\_\_\_

**Thank you very much for your concern and cooperation**

## Appendix -B

### Organizational Structure of OCACC



## Appendix- C

### Annex 1

#### Supervisors' views on issues related to CoC's responsibility and duties

Issue	Response count and percent of respondent. N= 17 respondents					Descriptive Statistics	
	strongly agree	Agree	have no idea	disagree	Strongly disagree	Mean	Std. Deviation
Competence assessments are administered in compliance with assessment directives and guidelines of the CoC	10(58.8)	4(23.5)	2(11.8)	1(5.9)	0	4.3529	.93148
The degree of industry involvement in the assessment process is encouraging	13(76.5)	1(5.9)	2(11.8)	1(5.9)	0	4.5294	.94324
The City Government of Addis Ababa center of competence (CoC) is equipped with all necessary facilities needed to administer the competence assessment.	4(23.5)	5(29.4)	2(11.8)	2(11.8)	4(23.5)	3.0625	1.69189
The manpower to administer the competence assessment is as per the occupational sector	7(41.2)	2(11.8)	1(5.9)	4(23.5)	3(17.6)	3.3529	1.65609
The number of candidates is increasing from time to time. Hence, the CoC has devised mechanism to cop up with the number.	6(35.3)	4(23.5)	1(5.9)	4(23.5)	1(5.9)	3.6250	1.40831
The City Government of Addis Ababa CoC is capable to manage the assessment process properly	6(35.3)	7(41.2)	1(5.9)	2(11.8)	1(5.9)	3.8824	1.21873
There is a genuine and fair assignment of assessors from the CoC's	6(35.3)	9(52.9)	1(5.9)	0	1(5.9)	4.1176	.99262
Payment for the assessors and assessment centers underway in time	1(5.9)	6(35.3)	1(5.9)	8(47.1)	1(5.9)	2.8824	1.16632
Confirm the accreditation of competency assessors and competency assessment centers in the City government of Addis Ababa.	4(23.5)	3(17.6)	4(23.5)	4(23.5)	1(5.9)	3.3125	1.30224
Provide capability build-up programs for CoC experts	6(35.3)	1(5.9)	3(17.6)	3(17.6)	4(23.5)	3.1176	1.65387
Formulate assessment and certification policies and guidelines	6(35.3)	7(41.2)	2(11.8)	1(5.9)	0	4.1250	.88506
Has established strong relations with industries	6(35.3)	5(29.4)	4(23.5)	2(11.8)	0	3.8824	1.05370

## Annex 2

### Supervisors' views on the degree of responsibilities and factors that influence the conduct of competence assessments with compliance with assessment administration

Issue	Response count and percent of respondent. N= 17 respondents					Statistical Value No =17	
	Str.ag	Agree	h. id	disag	Str. Dis.	Mean	Std. Dv.
We have a process of internal moderation of assessments before the candidates get them.	10(62.5)	4(25)	2(12.5)	0	0	4.5000	.73030
We talk about whether our competency assessments test what we want them to test.	5(31.3)	4(25)	3(18.8)	2(12.5)	2(12.5)	3.5000	1.41421
Assessment tools are strongly secured during transfer to assessment centers	10(58.8)	6(35.3)		1(5.9)	0	4.4706	.79982
There is a genuine and fair assignment of assessors from the CoC	8(47.1)	6(35.3)	3(17.6)	0	0	4.2941	.77174
Ensure that assessment results are submitted immediately after the conduct of the competence assessment	15(88.2)	1(5.9)	0	0	1(5.9)	4.7059	.98518
Install a quality assured system in consultation with CoC director	5(33.3)	5(33.9)	3(20.0)	1(6.7)	1(6.7)	3.8000	1.20712
Maintain the facilities of the assessment venue to comply with all the requirements prescribed by the CoC	10(58.8)	3(17.6)	1(5.9)	3(17.6)	0	4.1765	1.18508
Ensure that the conduct of assessment shall be governed and guided by the rules and regulations issued.	14(82.4)	2(11.8)	0	0	1(5.9)	4.6471	.99632
Extend cooperation to assessment center representatives in conduct of supervision during the conduct of competence assessment	5(33.3)	8(53.3)	0	0	2(13.3)	3.9333	1.27988
We provide support for 'at risk' candidates	6(42.9)	4(28.6)	0	0	3(21.4)	3.6429	1.64584

**Annex 2** (continued).

We help candidates to prepare for their assessments.	11(64.7)	2(11.8)	1(5.9)	2(11.8)	3(21.4)	4.1765	1.33395
All supervisors from the CoC are likely responsible	8(47)	4(23.5)	2(11.8)	1(5.9)	2(11.8)	3.8824	1.40900
Complaints from candidates are entertained in time	6(35.5)	7(41.2)	1(5.9)	1(5.9)	2(11.8)	3.8235	1.33395
Assessment schedules take place in time	10(58.8)	5(29.4)	0	1(5.9)	1(5.9)	4.2941	1.15999
The same assessment tools are administered uniformly at the same time in the City government.	11(68.8)	4(25.0)	0	1(5.9)	0	4.5625	.81394
Validity and reliability of assessment tools is checked before the conduct of competence assessment	8(47.1)	3(17.6)	3(17.6)	2(11.8)	1(5.9)	3.8824	1.31731
All supervisors are subject experts	0	3(17.6)	1(5.9)	5(29.4)	8(47.1)	1.9412	1.14404
Assessment tools are administered properly	12(70.6)	1(5.6)	1(5.6)	1(5.6)	0	4.6000	.91026
Perform all professional responsibilities with honesty, integrity, due care.	10(58.8)	4(23.5)	0	1(5.6)	1(5.6)	4.3125	1.19548
We are well facilitated to carry out our assignments	6(35.3)	6(35.3)	0	1(5.9)	4(23.5)	3.5294	1.62472
We are alert and punctual during the conduct of assessments	5(29.4)	8(47.1)	2(11.8)	1(5.9)	1(5.9)	3.8824	1.11144
Make challenges and appeals accessible to all candidates	5(29.4)	5(29.4)	2(11.8)	1(5.9)	3(17.6)	3.5000	1.50555

### Annex 3

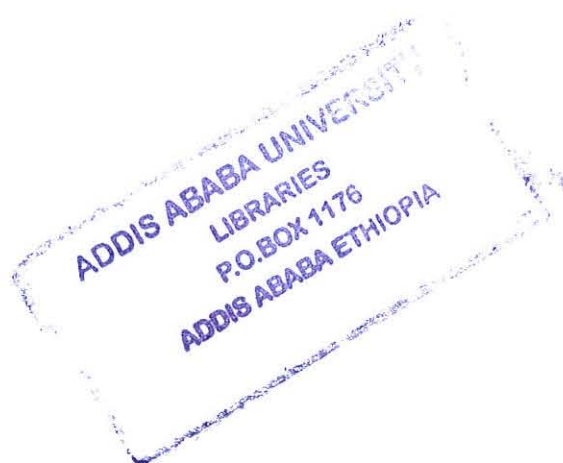
#### The degree of responsibilities and factors that influence the conduct of competence assessments with compliance with assessment administration

Issue	Response count and percent of respondent. N=42					Descriptive Statistics. N =42	
	strong agr	Agr	hav no id	disagr	Str disagr	Mean	Std.Dv
We provide support for 'at risk' candidates	11(26.2)	21(50.0)	5(11.9)	5(11.9)	0	3.9048	.93207
We help candidates to prepare for their assessments ahead of time.	13(31.0)	20(47.6)	1(2.4)	5(11.9)	2(4.8)	4.6429	4.92788
All assessors conduct the competence assessment in ethical manner	10(23.8)	14(33.3)	12(28.6)	6(14.3)	0	3.6667	1.00406
Most assessors in their field are committed for their responsibility	18(42.9)	19(45.2)	3(7.1)	2(4.8)	0	4.2619	.79815
All assessors are proud of conducting of competence assessments	15(35.7)	13(31.0)	11(26.2)	3(7.1)	0	3.9524	.96151
We are competent to carry out our assignments	21(50.0)	17(40.5)	2(4.8)	2(4.8)	0	4.3571	.79084
We report to a superior about our candidates' assessment results.	24(57.1)	14(33.3)	1(2.4)	1(2.4)	0	4.5250	.67889
We have a process of internal moderation of assessments before the candidates get them.	9(21.4)	28(66.7)	4(9.5)	0	0	4.1220	.55656
Candidates' results are reported on the very day	24(57.1)	11(26.2)	2(4.8)	3(7.1)	0	4.4000	.90014
We talk about whether our assessments test what we want them to test	7(16.3)	24(57.1)	3(7.1)	5(11.9)	0	3.8462	.87475
We visit assessment centers/sites one day before.	8(19.0)	15(35.7)	2(4.8)	11(26.2)	5(11.9)	3.2439	1.37442
We feel equal responsibility with the CoC's assessment rules and procedures	22(52.4)	15(35.7)	2(4.8)	3(7.1)	0	4.3333	.87420
We are alert and punctual during the conduct of assessments	17(40.5)	17(40.5)	1(2.4)	3(7.1)	1(2.4)	4.1795	.99662

## Annex 4

Focal Persons' and Assessed Trainers' Views on Strong Sides of the CGAA.OCACC

Response Idea	Response count and percent
CoC are able to administer the competence assessment process with less number of manpower and infrastructure	5(31.3)
Evaluation takes place by the supervisors after the conduct of competence assessment every time	6(37.5)
Able to release candidates' results using the web site established	5(31.3)
Assessment centers are more active in posting the lists of candidates and preparing materials	4(25.0)
Assessors are committed to update themselves with the existing rules and procedures	5(31.3)
Assessment results are released in time	15 (25.4)
Assessment results are released in time	15 (25.4)
Method and system of assessment process	14(23.7)
No strong side at all	11(18.8)
Time management and punctuality	3(5.1)
They are good in preparing the assessment equipment and materials	8(13.6)
Workshops for assessment are ready every time	6(10.2)
Assessors have good approach to their candidates	16(22.1)
They feel responsibility	15 (25.4)



## Annex 5

### Supervisors,' Focal persons,' and Assessed Trainers' Suggestions on improvement of Assessment System in CGAA.OCACC

Response Idea	Response count and percent
Fair pay for proper assessment administration	4(23.5)
Experience sharing locally and abroad for supervisors	3(17.6)
Capacity building program and further education	4(23.5)
Additional competent and subject specific Supervisors	6(35.3)
More attention to local experts other than outsiders	1(5.9)
Assessment centers and assessors need to be accredited	2(11.8)
Appropriate material and manpower for the CoC	8(47.1)
More work on awareness creation with industries	3(17.6)
Experience sharing locally and abroad for supervisors	3(17.6)
Punctuality and un extended fee paying program	5(31.3)
Assessors' honorarium shall be increased	5(31.3)
Continuous support for assessors	6(37.5)
Strengthen the manpower and budget of the CoC	6(37.5)
The CoC should get ready to administer the conduct of competence assessment in scientific manner	4(23.5)
Be free from unethical manners and get ready to update their skill gaps in the conduct of competence assessments	6(37.5)
Match effort is expected from the CoC for scheduling the assessment program ahead of time	3(17.5)
Guide lines need to be displayed on the existing web site	2(11.8)
The CoC shall assign subject specific supervisors during all assessment programs.	2(11.8)
More assessment centers and fair transportation availability	2(22.2)
Appropriate budget and enough manpower allocation	5(55.6)
Continuous awareness creation program need to be made on stakeholders and parents	5(55.6)
More competent assessors and continuous training program for assessors and supervisors	6(66.7)
The CoC needs to be reorganized from the supervisors to the top management	5(55.6)
Clear and precise orientation for candidates ahead of time	6(10.2)
Assessment centers should get ready for the assessment ahead of time	5(8.5)
More competent and subject specific experts for the Coc	4(6.8)
Proper attention to standardized assessment labs and availability of materials for practical assessment	10(16.9)
Careful attention should be paid in arrangement and packing of assessment tools	10(16.9)

### Annex 5 (Continued)

The CoC should think of paying the assessment fee on time	7(11.8)
Extended awareness creation program with candidates and industries	10(16.9)
Assessment should take place by local assessors only	6(10.2)
The orientation conducted is not enough	2(3.4)
Standardized workshop for practical assessment and the location of the A.C.	15(25.4)
Capacity of assessment centers should be built	11(18.8)
Assessors must be honest and punctual	15(25.4)
Assessors must be assigned in their specific field area	11(18.8)

### Annex 6

Focal persons' Suggestions on Mechanisms to be applied to manage the large number of applicants to take competence assessments

<b>Response Idea</b>	<b>Response count and percent</b>
Convincing industries to take the responsibility	5(31.3)
Build the capacity of the CoCs at all regards	5(31.3)
Promote the network of the CoCs at various directions	2(12.5)
Increase the number of assessors respectively	3(18.8)
Develop more versions of assessment tools	2(12.5)
The CoC shall work in collaboration with the industry	4(25.0)
Tangible support from AACG	5(31.3)

## Appendix –D

### Annex 1

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Study

School of Graduate Studies

Department of Business Education

#### A Survey Study on Occupational Competence Assessment Administration and the Degree of Stakeholder's Involvement Practices:

The Case of Addis Ababa City Government CoC

#### Interview Response Record sheet for OCACC Management

##### A. BACK GROUND INFORMATION

1. Organization \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Qualification \_\_\_\_\_
4. Current Position \_\_\_\_\_
5. Year of service:-
  - 5.1. As a teacher /trainer \_\_\_\_\_yrs
  - 5.2. on current position \_\_\_\_\_yrs
  - 5.3. Other assignment \_\_\_\_\_ / \_\_\_\_\_yrs
  - 5.4 Total \_\_\_\_\_yrs

##### B. DETAILS

1. What is the overall organizational structure of the CoC to administer occupational competence assessment in the City Government of Addis Ababa?  
\_\_\_\_\_  
\_\_\_\_\_
2. Please, indicate the status and elaborate your opinion on facilities and staffing of CoC to undertake its responsibility  
Budget (adequateness) \_\_\_\_\_  
\_\_\_\_\_  
Efficiency (in terms of facilities and staffing (number) \_\_\_\_\_  
\_\_\_\_\_
3. What is the status and degree of stakeholders' involvement in occupational competence assessment in the City Government?  
Extent of involvement of stake holders (in assessment tools development) \_\_\_\_\_  
\_\_\_\_\_  
In conduct of competence assessment \_\_\_\_\_  
\_\_\_\_\_  
As assessment centers \_\_\_\_\_  
\_\_\_\_\_
4. How do you maintain the confidentiality of competence assessment tools and assessment results in the assessment processes?  
Confidentiality of (assessment tools) \_\_\_\_\_  
\_\_\_\_\_  
Confidentiality of (assessment results) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What types of competence assessment tools would you apply to assess the candidates' competence?

\_\_\_\_\_

6. What is the mechanism of administering standard of quality in the process?

\_\_\_\_\_

7. How are assessors selected, trained, assigned and evaluated?

Selection of assessors (criteria) \_\_\_\_\_

Training of assessors (duration, areas of focus) \_\_\_\_\_

8. Are assessors and assessment centers accredited? If these are not accredited, how do you respond to the legality of assessment and certification activities?

Reasons for not accredited \_\_\_\_\_

Assessors \_\_\_\_\_

Assessment centers \_\_\_\_\_

Legality of issues and justification \_\_\_\_\_

9. How do you solve the skill gap deficiencies of the experts of the CoC to properly administer the overall competence assessment process?

10. The number of candidates is increasing from time to time. If your answer to this saying is yes, what is your plan to cop up with this flow in the future? What do you think the factors that contributed to the flow of this number?

Mechanism (devised) \_\_\_\_\_

Factors that contributed (to the flow) \_\_\_\_\_

11. How do you evaluate the current procedures of assessment tools development?

Procedures \_\_\_\_\_

Comments \_\_\_\_\_

12. How do you administer assessment tools reliability and validity? Whose responsibility is this task?

Reliability: \_\_\_\_\_

Validity \_\_\_\_\_

13. How do you administer data organization and management in CoC? (Test items, assessors profile, candidates data, assessment results)

Test items secrecy (pre- and post assessment) \_\_\_\_\_

14. What are the major challenges that the CoC encountered while undertaking occupational competence assessments?

\_\_\_\_\_

**Annex -2**

**ADDIS ABABA UNIVERSITY**

**College of Education and Behavioral Study**

**School of Graduate Studies**

**Department of Business Education**

**A Survey Study on Occupational Competence Assessment Administration and the Degree of Stakeholder's Involvement Practices:**

The Case of Addis Ababa City Government CoC

**Interview Response Record sheet for Industry Representatives**

**A. BACK GROUND INFORMATION**

1. Organization \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Qualification \_\_\_\_\_
4. Current Position \_\_\_\_\_
5. Year of service:-
  - 5.1. As a Practitioner/Supervisor \_\_\_\_\_ yrs
  - 5.2. on current position \_\_\_\_\_ yrs
  - 5.3. Other assignment \_\_\_\_\_ / \_\_\_\_\_ yrs
  - 5.4 Total \_\_\_\_\_ yrs

**B. DETAILS**

1. What is the extent of the awareness of the industry to take part in the assessment process?  
\_\_\_\_\_  
\_\_\_\_\_
2. What is the extent and degree of your industry involvement in occupational competence assessment administration in the City Government of Addis Ababa?  
Extent of involvement of the industry (in assessment tools development process)  
\_\_\_\_\_  
\_\_\_\_\_  
In conducting competence assessment \_\_\_\_\_  
\_\_\_\_\_  
Your industry as an assessment center \_\_\_\_\_  
\_\_\_\_\_
3. In your opinion, is there any access for the CoC to establish linkage with relevant industries for the conduct of workplace or on- site assessment?  
Workplace (assessment) \_\_\_\_\_  
\_\_\_\_\_

On-site (assessment) \_\_\_\_\_

\_\_\_\_\_

4. In your opinion, is the industry ready to oversee the implementation of assessment activities in the City government of Addis Ababa?

\_\_\_\_\_

\_\_\_\_\_

5. Do you think the involvement of industries in the assessment process comprehensive? Please mention.

\_\_\_\_\_

\_\_\_\_\_

6. What challenges do your industries encounter to properly undertake in occupational competence assessment process?

\_\_\_\_\_

\_\_\_\_\_

7. What measures do you think are remedies to improve the involvement of industries in the system?

\_\_\_\_\_

\_\_\_\_\_

## Declaration

I, the undersigned, declare that the thesis is my original work, prepared for the partial fulfillment of the requirements for MA. Degree in Management of Vocational Education entitled “A survey study on occupational competence assessment administration and stakeholder’s involvement practices”: The case of the City Government of Addis Ababa. Has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged. I have made it independently with the close advice and guidance of my advisor.

Declared by Woldeyes Memire

Candidate’s Signature *Woldeyes*

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

NAME Ato Girma Zewdie (associate professor)

Signature *Girma Z.*

Date of submission \_\_\_\_\_

