

**The Practice of Teacher Training Colleges
with Reference to Accreditation
in Tigrai Region**

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**Addis Ababa University
School of Graduate Studies**

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**THE PRACTICE OF
TEACHER TRAINING COLLEGES
WITH REFERENCE TO ACCREDITATION IN
TIGRAY REGION**

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LIST OF ABBREVIATIONS AND ACRONYMS

- **CHEA** Commission of Higher Education Association
- **CIC** Commission of International Communication
- **EFA** Education For All
- **ERGESE** Evaluate Research on the General Education System of Ethiopia
- **FNG** Federal Negarit Gazta
- **ESDP** Education Sector Development Program
- **FGD** Focused Group Discussion
- **HEQC** Higher Education Quality Committee
- **HERQA** Education Relevance and Quality Agency (Ethiopia)
- **MoE** Ministry of Education
- **NAC** National Accreditation Committee (Hungary)
- **NCATE** National Council for Accreditation Teacher Education (USA)
- **TDP** Teacher Development Program
- **TECAC** Teacher Education Council Accreditation Committee (USA)
- **TESO** Teacher Education System Overhaul
- **TNG** Tigrai Negarit Gazta
- **TTC** Teacher Training College
- **TTISSA** Teacher Training Institutions for Sub-Saharan Africa
- **TTVETC** Tigrai Technical Vocational Education and Training Commission
- **UPE** Universal Primary Education

ABSTRACT

The purpose of the study was to assess the actual practice of teachers college with reference to accreditation in Tgrai region. Hence, from the out set, the study was planned to answer some basic questions. To find possible answers for those questions, both private and public colleges were equally treated in the study. So, out of private colleges that are accredited for teaching stream, 3 colleges were selected through simple random sampling. From those colleges, 20(100%) and 11(100%) samples of teachers and college managers respectively were selected through availability sampling technique. Moreover, among the three public colleges of teacher education that are actually operating in the region, two are selected through lottery system. To this end, 55(58.51%) and 16(80%) teachers and college managers respectively were selected through stratified sampling technique. The main data collection sources were documentary analysis supported by observation checklist. In addition, questionnaire, interview and focused group discussion were used. Then the data were presented, analyzed, and interpreted. The statistical tools used to analyze the study were both percentile and chi-square. To this end, the researcher has come up with the following findings: firstly the operation of private colleges of teachers' in the region was not in line with TESO objectives. Secondly, they are not actually operating in line with the requirements. Thirdly, stakeholders couldn't get information about accredited and non-accredited colleges. Fourthly, the accreditation of teacher education was not tailored to the demand of primary schools in the region. Last but not least, TTVET commission does not have the capacity, autonomy, and expertise to accredit colleges in the region. Finally, some of the recommendations are: the responsible body need to enforce private colleges to make the training based on the TESO policy frame, and observe the standards of accreditation, find efficient mechanisms on which the public is informed about accredited and non- accredited teachers colleges in the region.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

Among other things, the major problem in the provision of quality primary education in developing countries is the acute shortage of teachers. This is because shortage of teachers can significantly limit the supply of education in those countries. Supporting this, Ginzberg (1967:112), UNESCO (2006) and MoE (2002:8) stated that among the main constraints to address Universal Primary Education by 2015 in developing countries is the acute shortage of teachers. These constraints become very serious in Sub-Saharan Africa where the problem is hampering the attainment of EFA goals. According to recent estimate, the region alone is in need of more than 3 million additional teachers to meet the Universal Primary Education (UPE) for all by 2015 (UNESCO, 2006:1).

The pressing factors to the problem in primary schools usually emanate from the countries' lack of potential to expend the lion's share of financial resources to pay for large number of teachers on the one hand and the limited capacity of the training institutions to train large number of trainees, in those countries, on the other hand.

Taking into account those major constraints, some developing countries are trying to alleviate those problems differently. For instance, Ethiopia currently has tried to alleviate the second problem through creating mechanisms on which regions become the center of power that enable them to establish colleges tailored to their unique local situations (proclamation No 97, FNG; 1994), and through designing policy statement that supports the involvement of private investors in the training of teachers for primary schools. TGE (1994:32) in the current Education and Training Policy, article 3.9 stated "The government will create the necessary condition to encourage and give support to private investors to open schools and establish various educational and training institutions."

To this effect, there are a number of newly established private Teacher Training Colleges all over the country in general and in the region under study in particular. Following this, the Federal and Regional governments have encouraged the infant operations of such private institutions. Thus, some colleges are operating on the provision of quality educational services. As a result, the burden of the government Teacher Training Colleges is being shared.

On the contrary, some other colleges are actually providing an inferior education rather than trying to meet the already established standards. For this reason, complaints from the major stakeholders are now common on those institutions. Moreover, the responsible body that has the mandate to monitor and audit those colleges is also one of the focuses of complaints. This seems analogous to one of the propositions of public choice theory stated as follows:

Regulators tend to represent the interest of those they are supposed to regulate rather than those they are supposed to protect. Regulators are often captured by those they are supposed to regulate, because their representation influences political decisions affecting the regulator's budget, restricts access of information needed to implement regulations and promise employment after regulators leave governmental services (as cited in Jeilu, n.d: 7)

Those who are responsible to monitor and control the infant operation, however, have twin functions. They would play both the role of encouraging private college to provide quality educational services on the one hand and that of protecting the society from exploitation and receiving an inferior education on the other hand. This is because the role of the responsible body is:

To create an environment which neither suffocates educationally sound and sustainable private institution with state over regulation nor allows a plethora of poor quality, unsustainable "fly-by-night" operators into the higher education market (CHE; 2003:7).

The experience of different countries shows us the various efforts, which were exerted by the responsible body to play in a middle ground in the provision of education at higher institutions.

One of the mechanisms to mediate is the accreditation process that should be undertaken for higher education. The first mechanism of accreditations was, therefore, developed in the United States of America at the end of the nineteenth century in the concern of monitoring and controlling the quality difference and students' mobility (Kozma: 2003:47). Following this, quality assessment process in higher education began in Europe. It was immediately begun after student movement of 1968. Later on, by 1980's, quality assessment organizations were established in higher education in most western countries (Kozma: 2003:47).

Even though different countries have different perspectives on accreditation, the commonly agreed functions of accrediting higher Institutions are: performing content management, acting as buffer between government and the sphere of education, providing high degree of autonomy from state administration and above all improving the provision of the quality of higher education. ((Kozma: 2003:47))

The structure of accreditation in higher education in the USA, Hungary and South Africa as stated by EL-Khaw (2001:14), Kozma (2003:53) HEQC (2006:1) respectively has two parts: Accreditation for newly established institutions and for programs that have been developed after institutions are accredited. Moreover, the mandate for accreditations in those countries is in the hand of independent agencies.

What is different is that in Hungary and South Africa, National Accreditation Committee (NAC) and Higher Education Quality Committee (HEQC) respectively are mandated to accredit both institutions and programs for all streams whereas, in the USA program and institution accreditation is mandated to specialized agencies. For instance, both the National Council for Accreditation of Teacher Education (NCATE) and the Teacher

Education Accreditation Council (TEAC) have the responsibility to accredit teacher education in the country.

In this country (Ethiopia) the responsibility is vested in HERQA as an independent agency established by proclamation No 351/2003, and is accrediting both at institutional and program level for degree and above programs (FNG, 2003:2235). Taking into account the purpose of accreditation, Tigray Technical Vocational Education and Training Commission, part of the government structure in the region, has the mandate through proclamation 104(8)/2005 to accredit middle level Technical Vocational Education and Training closely (TNG, 2005:2).

1.2 Statement of the Problem

The support of private Teacher Training Colleges, as stated earlier, in the supply of the quantity and quality of teachers is worth-while because it has contributions in the attainment of national and global goals related to increasing participation rate of students on the one hand and the improvement of quality of schooling on the other hand.

Actually, the infant operation of private Teacher Training Colleges, however, has become the source of various complaints from major stakeholders (the trainees themselves, educators and the community at large). This is very serious in Tigray region, which is the setting of this study. These complaints of the major stakeholders were expressed in different ways. For instance, both the head of TREB and Quality Assurance Department head of TTVETC in Mekalih Tigray (2005:1) after the 2005 quality audit admitted that some colleges are operating, with negligence to the established standards.

The community has also complained about the wrong practice in different ways. The main reasons, according the complaints, were that the monitoring and controlling processes for those colleges are very loose and that some colleges could not carry out

their responsibility fairly. Rather they are operating with negligence to the already established standards.

The purpose of the study was, therefore, to identify the root causes of the problem through conducting assessment on the practice of Teacher Training Colleges on the basis of the already established standards of accreditation and ultimately come up with valuable finding in order to improve the infant operations of those colleges in the region.

To this end, the study entitled, "The Practice of Teacher Training Colleges with Reference to Accreditation in Tigray Region", was aimed at answering the following basic questions:

1. Is there any mismatch between the set of standards of accreditation and the actual practice of the Colleges of Teacher's under the study?
2. To what extent are the standards of accreditation in use appropriate to the unique features and policies of teacher education in Ethiopia?
3. To what extent is the practice of accreditation tailored to satisfy an acute shortage of specialized teachers of primary schools in the region?
4. What mechanism is used by the responsible body to notify to the public about accredited and /or non-accredited institutions and the specific program available in those institutions?
5. What are the major constraints of the accreditation process in the region?

1.3 Objectives of the Study

1.3.1 General objectives

1. To find out the major problems in the accreditation of Teacher Training Colleges so that the management will be effective and efficient in monitoring and auditing the infant operation of the colleges in the region. .

1.3.2 Specific Objectives

1. To suggest how teachers college might develop code of good practice in preparing teachers to the world of work.
2. To suggest how teachers college should operate on the basis of the already established standards of the accrediting body and the TESO at large.
3. To enable colleges to train teachers tailored to the demand of their unique local situations.
4. To enable colleges to train teachers taking into account the appropriate mix between theory and practice as per the TESO standard.
5. To create awareness on the part of the accreditation body so that they can improve the monitoring and auditing role over the colleges.

1.4 Significance of the Study

The process of accreditation in our country is in its infant stage. The study is, therefore, important for the following reasons.

1. The study might help to draw the attention of educational planners to strengthen the Quality Assurance and accreditation procedures that are being practiced in the region.
2. It is an opportunity for sharing experiences of other countries so as to strengthen the management of accreditation in the region.
3. To suggest valuable recommendations that might help as feedback for the next planning in Quality Assurance and accreditation in the region.
4. The study might be the first for the region and thus might shade light for other in-depth studies.

1.5 Delimitation of the Study

The study covers both private and public Teacher Training Colleges in the region because the issue of quality assurance and accreditation are equally important for both types of colleges (MoE, 2003). This holds specifically for those colleges operating in a formal basis. The study doesn't include the Distance, summer and Evening Teacher Education Programs. This is because, the study could be easily manageable and could

come up with objective findings than accommodating wider scope studies. Moreover, as different complaints stated, the problem might be more serious in Tigray region. This has been indicated in a long dialog held among various stakeholders in the region through Ethiopian Television (ETV). For this reason Tigray region was selected for the study.

1.6 Limitation of the study

Although the writer put maximum effort to make the study more relevant and useful, there were numerous obstacles encountered. To begin with shortage of finance was one of the serious problems. Secondly, shortage of related research work materials on the topic at the National and Regional level were also the major constraints. Therefore, the above problems might have affected the study. However, the researcher tried his best to overcome those pitfalls and finally emerged with this outcome.

1.7 Research Design and Methods

1.7.1 Research Method

The research Methodology that was employed in the study is descriptive survey method because the study is aimed at assessing the practice of accreditation of Teacher Training Colleges in Tigray region. This is because, an assessment can best be conducted using descriptive survey method than any other alternative methods of research.

1.7.2 Population and Sampling Techniques

The distribution of private colleges in the region can be classified broadly into two categories. Those are; colleges which have branches at both weredas and the center of the regional state (Mekelle), and colleges that are limiting their operation merely at the center (Mekelle). This might be because; some colleges are limiting themselves merely to the potential market access area i.e. in the center of regional state (Mekelle). Besides, including those colleges with branches, colleges that are actually operating in Teacher Education in regular mode of delivery are 9 (25%) out of all Colleges that are operating in all trades in the same mode of delivery in the region.

To this end, from 9 private colleges operating in the center of the regional state and in the weredas, 3(33%) accredited colleges were selected through random sampling. Those colleges were Hashengea, Nile, and Greenwich. After selecting samples of colleges, 20(100%) and 11(100%) teachers and administrative staff respectively were selected through available purposive technique. Since all teachers and administrative staff were selected, the simplest technique to employ was purposive sampling technique.

Moreover, out of the three public colleges in the region, two public colleges namely Mekelle and Abby- Addi College of Teacher Education were selected through lottery system because selecting two out of three using lottery systems can protect the study from bias. To select sample among teachers and administrative staff in the public college, stratified sampling method was used. This has been done firstly the researcher has created homogenous strata through grouping balanced level of age, sex, and work experience of respondents and then samples were selected randomly from those groups. This hoped to protect the study from bias that might emanate from age, gender and experience of both teachers and college managers. To this end, 55 (58.51%) and 16 (80%) of teachers and administrative staff respectively were selected from both samples of public teachers college in the région.

Samples of both teachers and administrative staff in those Teacher Training colleges are presented in the table below as follows:

Table1: Population and the Proportion of Sample for the Study.

No	Types	Colleges	Accreditation for place	Teachers			Administrative Staff		
				No pop.	No sam.	%	No pop.	No sam.	%
1	Private Colleges	Hashenge	Endaselase	7	7	100	4	4	100
		Nile	Mekelle	8	8	100	4	4	100
		Greenwich	Humera	5	5	100	3	3	100
		Total			20	20	100	11	11
2	Public Colleges	Mekelle CTE	Mekelle	52	32	61.54	10	8	80
		Abby-Addi CTE	Abby-Addi	42	23	54.76	10	8	80
Total				94	55	58.51	20	16	80

Adapted: Tigray TVET commissions report: 2006

1.7.3 Instrument and Procedure of Data Collection

The tools that were employed to collect quantitative and qualitative data were: documentary analysis, questionnaire, interview, and focused group discussion. Data related to performance of colleges in their attempt to meet standards of accreditation were collected through documentary analysis supported by observation checklist because data from files and site visit could be appropriately gathered through documentary analysis supported by observation checklist.

Some of the data related to management of accreditation and its constraints were collected through both structured and unstructured interview because qualitative data related to expert opinion could be best collected through interview. This was used to triangulate with the data that was gathered by all other instruments. This was conducted with TVET commission and REB officials because TVET officials are those who carry out the responsibility of accreditation and the REB are those who currently have the mandate to monitor and control public College of Teacher Education in the region. Hence, the two categories of interviewees are the most concerned bodies in quality assurance and accreditation for teacher education.

Moreover, to collect data related to opinion about the performance of the colleges, open and close-ended questionnaires were used. This is because, as indicated in Table - 1 the size of sample were too large. Hence, it was very difficult and uneconomical to collect data using any other data gathering tools. The subjects were both teachers and administrative staff because they are actually at the center of the operation. Hence, an assessment without the participation of teachers and administrative staff could not be meaningful in identifying the root cause of the problem on the one hand, and probably it might be difficult to find alternative solutions for the problem on the other hand. Generally, Quality Assurance System couldn't be realized without active participation and collaboration of teachers and administrative staff.

To further strengthen and extract valuable data that might be hidden from various stakeholders, focused group discussions were held at randomly selected towns in the region because It was an opportunity for creating and collecting data resulting from group interaction and the researcher think that randomization could protect the study from bias that emanate from spatial distributions of the Towns. The two towns where the focused group discussions held were Mekelle and Shire Endaselasie.

The participants in the focus group discussion were the representatives of Education Office, Civil Service Office, and Teachers' Association at wereda level. This is because both the Wereda Education Office and Wereda Teachers' Association are the immediate responsible bodies in the attempt to improve quality of education at the operational area, and Wereda Civil Service Office is the potential employer organization. In addition to that, to make the discussion more meaningful, one representative of the colleges, 5 (five) representatives of students from each sample colleges and community of the near by colleges had participated. This was because, the representative of the college is the most important person that is accountable in the provision of education and both the students and the community are the immediate beneficiaries of the provision of education from the colleges.

Finally, to collect valuable data from the subjects, all data gathering tools were pilot tested and administered before the distribution and/or utilization of the instruments.

1.7.4 Method of Data Analysis

Since the study is an assessment of the practice of Teacher Training College, documentary analysis supported by observation checklist was used. To make it very meaningful and analyze the data that was gathered by questionnaire, percentile score was appropriately used. This was done because percentile was found to be better in an assessment of practice of accreditation. In addition to this, to analyze the opinion of teachers and administrative staff the mechanisms by which the commission is used to notify the stakeholders about accredited and non- accredited colleges of teachers' in the region, chi-square were used. Moreover, qualitative data gathered through an interview and focused group discussion was used in support of the statistical tools that were used in the study.

1.8 Operational Definition of Terms.

- **Accreditation:** is defined as a decision made after a review that was held by a supervisory committee of the TVET commission. As a requirement, colleges in the stay of one-year operation in pre-accreditation should fulfill the comments drawn by the supervisory committee (TNG:2005)
- **Accreditation Agencies:** An organization that sets up criteria for judging the quality of educational institutions and programs meet those criteria, and programs found to be acceptable quality (Good, 1973:6).
- **Evaluative Research:** An assessment using scientific method to measure the Implementation and outcomes of programs for decision-making purpose (Rutman, 1984:10).
- **Pre-accreditation:** is decisions made by TTVET Commission for educational institutions to operate in higher education market, to upgrade educational offerings, and expand their programs (TNG: 2005).

- **Primary Education:** According the Education and Training Policy, it has basic (1-4) or first cycle Primary school and general (5-8) or Second cycle Primary School (TGE, 1994).
- **Reaccreditation:** is the re-establishment or re-statement (usually on a fixed periodic cycle) of the status, legitimacy or appropriateness of an institution, program or module of study or of the professional recognition of an individual. It is the follow up to accreditation once the duration of accreditation has been reached.
- **Standards:** Any criteria by which things are judged (Good, 1973:6). We are referring here to the criteria set by accredited commission.
- **Teacher Training Colleges:** Are institutions that produce teachers to meet the demand for 5-8 (second cycle) primary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Issue of Accreditation,

2.1.1 Conception

Accreditation is the process by which an agency or organization evaluates and reorganizes a programme of study as meeting certain pre-determined qualifications or standards (Seldon 1976). Wesenu (2006) also described it as final formal Yes/no decision following an evaluation procedure. It is usually a high-stake procedure, whose main purpose is to assure the public that a programme and its graduates are worthy of respect. Accreditation can be applied at either of two levels: the institution as whole or specialized programmes within an institution. The reason why the program in an institution must be accredited has been noted by Larson (1983) as follows:

The quality of programmes within an institution is invariably uneven, and low quality programmes may benefit from the lofty reputation of its institution. Thus, there is need to accredit programmes as well as institutions, especially when the graduates of the programmes are likely to impact the nation at large.

Mechanisms for ensuring quality can, therefore, be looked at from the broad mechanisms of staff recruitment and development, resource allocation and monitoring and evaluation and as strategies for improving quality of input, process and output for both institution and program. This is because; the initiatives for quality assurance can originate first from within an institution department or faculty. In support of this, *Barnett, (1999)* stated that, "The responsibility for quality and standards can only lie effectively where the powers to control or change products exist, that is, with the institution itself – not with an external one."

The practice of internal quality assurance system, however, is constrained due to lack of precision in the conception of quality in teacher education (Rayner, 2006).

The fact that there is no single generally accepted definition of quality of teacher education is not surprising. Employers, institutions and their managers, lecturers, accreditation bodies, students etc. differ in what to expect from higher education, or what indeed constitutes the objectives of teacher education, its quality and how it can be measured. Assessment may be one means of securing a trans-institutional means of comparing institutions for funding purposes and the enforcement of various norms and standards set by them (Kozma; 2003), while the students' concern with quality usually focuses on the extent to which there is a high degree of congruence between the teacher education curriculum and the realities of the classroom (Barnett, 1992). In other words the question is whether teacher education equips the student with the necessary skills and knowledge that will enable him/her to reasonably cope with the realities of classroom life. The conceptual issue as to what constitutes 'quality' in teacher education is hardly addressed. What is peddled, as definitions of quality are often impressionistic and lacking in conceptual rigor; or they are partial definitions that reflect the concerns and biases of a particular group at a particular point in time (Ibid).

In addition to the quality issue, relevance of the teacher' education is also part of the concern of stakeholders. Relevance of education can be clearly indicated in the curriculum, in the teaching method and in teachers' knowledge about the real context. In other words the way teachers strive to construct knowledge is meaningful within the child's frame of reference. If knowledge to the children is relevant to their concern (Wood, 1995) and reflects their societal and cultural knowledge (Wood and Jeffrey, 1997), then it is more easily internalized by the child developing into personal knowledge

2.1.2 Purpose and Principles of Accreditation

2.1.2.1 Purpose

Accreditation has the following purposes: It ensure appropriate allocation and funding. This is to say to give institution of higher education the opportunity to demonstrate appropriate allocation (ECA, 2000, Kozma; 2003 ;). Promote student mobility: it ensures

or facilitates recognition of "credit " for university degree or college diploma in an academic context, such as for example when changing from one institution of higher education to another (ECA, 2000, Kozma; 2003). Inform current and perspective students, and the public at large on the value of certain study program (ECA, 2000). Help employer's decision allow checking the value and status of qualifications (ECA, 2000). Keep higher education autonomy: This is to say accreditation replaces direct state intervention and control over higher education. (Kozma; 2003). To ensure Quality and make relevant institute of higher education through the use of procedure of accreditation (ibid).

2.1.2.2 Principles for Standards of Accreditation

Various authorities and institutions have devised different principles to carry out the process of accreditation. Principles devised by CHEA (2007), NCATE, (2006) and CCSACS (2007) are presented as follows:

Educational Outcomes: Standards should be designed to produce desired educational outcomes for a profession (CHEA, 2007). **Public Expectations:** Standards are to reflect consideration of public expectations of a profession within the context of an ongoing commitment to quality (NCATE, 2006). **Institutional Commitment and Partnership:** The responsible body will apply their standards with an awareness that the accredited program or school function within the broader purposes of the institution (Ibid). In addition to this standards will focus on educational quality while respecting an institution's responsibility to set priorities and control how the institution is structured and how it operates (CCSACS, 2007). **Requirements:** Standards are to clearly identify what is required of programs and schools as distinct from what might be desirable for these operations (NCATE, 2000). **Consistency:** Standards should be applied consistently across institutions while respecting institutional purposes and mission (CCSACS, 2007; NCATE, 2006).

Accreditation, law and Public Policy: Standards that address issues of law or public policy must show that the issue contributes to effective student outcomes. Institutions

must inform the responsible body about any potential conflict between a standard and state or local laws. Institutions normally may not be held responsible to individual accrediting standards for which such conflicts exist (NCATE, 2006). **Information to the public:** Institutions are to be explicit about programs and schools that have accredited status in an effort to protect the public against misinterpretation about non- accredited programs and schools (NCATE, 2006, CHEA, 2007).

Institutional Responsibility: Institutions are responsible for active participation in the development of standards of an accrediting organization. Including responses to calls for comment by responsible body as standards are modified or introduced and, as requested, service on panels developing standard (NCATE, 2006).

2.1.3 Accreditation and Globalization

Many people question whether their society are getting real value for their massive investment in higher education and urge the adoption by government on the mechanisms to control over the work of higher education institutions. Quality assurance and accreditation, therefore, have become key elements in effort of many countries to become and remain internationally competitive. To this effect, higher education systems of accreditation and quality assurance take the form of globalization. Some of the indicators are: the increased mobility of professionals, skilled labor, and the greater need for recognition of qualification across national boundaries, the recruitment of professionals using websights. All these are contributing to bring the world together. As crafts (1994) points out:

Globalization and international migration means that academic and professional qualification need to be “portable” across national borders and so both institutions and nations are keen to learn more about each other’s procedures for assuring the quality of tertiary education provision.

The contribution of electrical learning as one mode of delivery for distance education is also special instance for globalization.

2.1.4 Standards

The application of the Bloom's model to the school or college would indicate three key areas during which quality control could be crucial. These include: Students' entry behavior, the curriculum, the learning - teaching behavior, and the assessment of the learning outcome. With slight difference, as cited in USAID (2006), UNICEF strongly emphasizes what might be called desirable dimension of quality: learners, environment, content, processes, and out come.

The performance of Higher Educational Institutions, according to Oakes (1986), Aschroft (2003), and Bertnlanfy (1986) can be assessed on the bases of input- process –out put procedures. Hence, some countries usually try to developed standard based on those procedures because higher education institutions are perceived as part of an abstract system in which their fitting to external expectations would influence their success and eventual survival. It provides an approach to addressing quality in a comprehensive way. System of higher education is, therefore, expected to have input, process and output.

2.3.4.1 Input

An important contribution of quality management thinking is to focus attention on the effect of an organization's input on the quality of goods or services produced (Dill, 1995). Adapting this perspective to teacher education, as Bloom (1976) stated, would imply the incoming trainee's cognitive and affective input. Thomas (1990) has differently stated it as teachers' back ground, training, experience, and attitudinal factors. Students' Home background, achievement, pressure in home, as well as usual social and economic issue are some of the input in educational institutions.

In addition to this, Instructional infrastructure, equipments, books, the use modern management including feed back mechanisms, procedures and sophisticated technology are also some instances of inputs to educational system (Ibid).

2.3.4.2 Process

The throughput in educational institutions is the teaching- learning process (Silver, 1983). We have said earlier that, quality of output is partly dependent on the quality of inputs. The quality of input, however, could not grant the quality of output, unless the throughput is as such very effective and efficient. For instance, quality student admission system merely can't grant us highest student performance in our colleges, unless the student is emotionally, economically and psychologically not only ready but also works to his learning in his college education. This premise is analogous to students' earlier knowledge and skill by itself might not be sufficient for current successful performance, unless systematic efforts are exerted. Moreover, quality of teachers merely may not grant us quality of teaching. Supporting this Green (1994) states that,

Evidences from far too many sources indicate that the higher education system still contains, and tolerates too large minority of teachers who are not delivering an acceptable service to their students.

To alleviate, if not absolutely solve these problems, observation of the teaching- learning becomes essential, not only to control but also as part of the process in formulating judgments of quality (ibid). As Govinda and Tapan(2000) pointed out, however, "controlling without support, will not lead to quality improvement." To provide support, however, requires the development of sound standards that enable to assess most activities undertaken in educational institutions. It is, therefore, important to describe processes so as to design standards. As massy (2003) describes it,

Focusing on the actual process of teaching; substituting low-cost for high-cost resources where possible without hurting quality; striving for coherence in the department's curriculum and educational processes, working collaboratively to achieve mutual involvement and support, basing decisions on facts wherever possible; identifying and learning from best practice; and last but not least making improvement a top priority (Massy, 2003).

Taking into account their unique features, various organizations have tried to develop process - based standards, so as to assess the performance of higher institutions and ultimately pre- accredit, accredit, or whether to validate them or not.

2.3.4.3. Output

The focus of quality management in higher education should not only be on the relationship between higher education institutions and the availability of input but also on the relationship between academic organizations and their stakeholders (Dill, 1995). Student satisfaction with course is on the micro-level; student/employer satisfaction with degree programme is on a higher level. Both are needed, of course, and the balance between them is up to the organization. Grant et al. (2004) mentioned some examples of measuring organizational outcomes, including:

Performance on standardized tests, employer assessment of graduate performance, entry-level, salary of graduates, employment rate of graduate, ranking and reputation of the school by external sources, (and) increase of the student population.

Higher education institution have the responsibility to provide this information to stakeholders such as to students, who will be made more informed, to employers, who are interested in the competences and skills of graduated students; and to the state. This is because funding in higher education might have positive correlation with the outcomes of those higher education institutions.

In outcome-based approach, the concept of value-added is very important. This means the effectiveness of any particular higher education institution should be evaluated not in terms of the absolute capability level of the higher education institution's graduates, but rather in terms of the relative improvement achieved in the students' capabilities between the time of admission and the time of graduation (Yunker, 2005). However, it is very difficult particularly to those nations that have not systematic quality assessment methods. Some of the attempts emphasize that statistical comparisons of the relative effectiveness of different organizations in terms of the capabilities of their graduates should control for the different levels of ability exhibited by the different incoming

freshmen of the respective organizations. To this effect, various countries are now trying to develop standards that emphasize not only input but also both process and output indicators. Critics on standards of accreditation stated that most countries are now using input standards, rather than using it with process and output. Besides, the issue is a center of debate in most educational institutions

2.2 The Development of Accreditation in Higher Education

The term accreditation in higher education originally came from the United States, but over the years professional associations and government agencies have adopted many of the key ideas internationally (Kozma, 2003). The development of accreditation with special reference to teacher education as summarized from *Harclerod and Allan (1987)*, Kozma (2003), Parkins (1972) and Encarta (2003) are, therefore, presented precisely as follows:

2.2.1 Early Efforts in Accreditation (1880-1920)

In the United States, the transition from the normal school to the teacher colleges took place over a period exceeding half a century. Two main factors contributed to the changes during this period according *Harclerod and Allan (1987)* is: "The rapid expansion of public secondary education from 1880 to 1920, and The development of accreditation systems for secondary and higher education"

Accreditation of secondary schools and colleges by nongovernmental, voluntary organizations firstly developed in the 1880s, with a major effect on the development of normal schools (*Harclerod and Allan, 1987, Parkins, 1972, kozma, 2003*). This was because; as many sources indicate some institutions had admitted the graduates of certain high schools without qualifying examinations. This tells us that at the beginning, the selection of students was not serious enough to recruit competent student that could fit to the teaching learning process and ultimately to produce quality graduates.

To this end, some system of quality management was required. In response to this, secondary students in some regions were prepared for college by the colleges

themselves in their own preparatory departments (*Harcleroad and Allan, 1987*). This action is analogous to what is being practiced in Ethiopia, where preparatory students in secondary schools are actually prepared for colleges.

Some years later, the development of the regional accrediting associations, beginning with the New England Association of Colleges and Secondary Schools in 1885, brought the real force to accreditation (Parkins, 1972, Encarta, 2003). Following this, the Middle States Association of Colleges and the Association of Colleges and Secondary Schools of the Southern were established in 1916 (Parkins, 1972, Encarta, 2003)

The Northwest Association of Schools and Colleges, formed for similar purposes in 1914, established its formal institutional accrediting standards in 1921. Only the west was left without a regional accrediting association, and it remained without one until the period shortly after World War II (*Harcleroad and Allan, 1987, Encarta, 2003*)

By 1917, the north Central association was accrediting teacher education institutions separately. Five normal schools and teachers colleges were on the first, unclassified list, which also included two junior colleges. (*Harcleroad and Allan, 1987, Encarta, 2003*)

2.2.2 Accreditation 1920-1960

By 1920, five of the six regional associations had been established, had set up accrediting standards, and started to be put them into operation (*Harcleroad and Allan, 1987*). The era had initiated specialization. The new development had importance for the existing teachers colleges. The key problems became how to arrange for national accreditation of teacher education. Later, the responsible body began work with regional association to accredit colleges (*ibid*)

2.2.3 Accreditation_1960 up to now

An association of state colleges and university grew out of the Association of Teacher Education institution (ibid). After long years development in the USA, Quality Assurance and Accreditation became an international issue. For instance, in Philippines system of voluntary accreditation among private colleges was developed in the 1960's (Arcelo, 1992). The Federation of Accreditation Agencies of the Philippines developed common accrediting standards (Cooney and Paqueo_Arrez0, 1993). Moreover, systems of Quality assurance became key issue for higher education internationally in the 1990's (Kells1992; Kells and Van Vught, 1988; and Craft 1992 and 1994).

With slight deference, Taiwan, Brazil, Colombia, Chile, Japan and Korea had also established accreditation systems (Su, 1993; Ayaraza, 1994). Similarly, in Hungary an accreditation committee was founded in 1992. Later on Temporary National Accreditation Committee was established in 1993/94 (Kozma, 2003).

Accreditation and quality assurance in this period has defused among higher education in general and in teacher education in particular. Hence, Accreditation has become an issue of globalization. What is different due to long year's development in the United States is that it has developed many specialized Teacher Education accrediting agencies that never existed in other countries.

2.3 Development of Teacher Education in Ethiopia

Teacher Educational Institutions in Ethiopia were established since 1943. For instance, as MOEA (1952) indicates Asmara Teacher Training institutes was established in 1943, Haileslasie I in 1951, Harar College of Teacher's in 1952, Debrebrhan Public Teacher Education Institution in 1955, and Majetea Public Development Training Institution in 1957(MoEA, 1952). Moreover, Etegie Mennen, The first girls Teacher Education Institution in the history of Ethiopia was established in 1958. Due to some reasons, this institution has currently ceased to exist. (Ibid)

The expansion of Teacher Education Institutions, however, could not avert the quality and relevance problem, in the country. It tried to reduce merely the ex-patriot teachers in both Primary and Secondary Ethiopian Schools. Even though the Ethiopianization of teachers in both primary and secondary school had its own contribution in the relevance of education, the curriculum remained not responsive to the Ethiopian needs.

To this effect, compliant from students and the people at large called for sector review which was launched in may 1971 demanding that education system be more relevant both to the society and the over all development of the country (Teshome, 1972).

The sector review, however, lacked acceptance among Ethiopians because major stakeholders did not participate in its design. As a result, the then ERGESE took over. This led to investigate quality of primary and secondary schooling in the country. It recommended, ultimately, re-examining the curriculum, and taking measure for professionalization (Ayalew,). The education system, however, couldn't cure itself form the relevance and quality problems.

Consequently, after long years of struggle, the 1994 Education and Training policy came into being. This policy permits the inclusion of private sector in the provision of Teacher Education for the first time in the History of the country. Some educators expect that the quality and relevance of education could improve with the support of private sector because with mere endeavors of the government, quality and relevance could not be significantly improved. To facilitate this, the federal government has also tried to devolve the decision-making authority to the regional states to establish colleges responsive to their unique situations and needs (FNG, 1994). Following this, various private colleges have been involved in the training of teachers (MoE, 1994).

To support the training offered by college of teachers', by 2003 Teacher Education Systems Overhaul was also designed (MOE, 2003). Among Other things, TESO has been aimed at making the curriculum of Teacher Education relevant to the curriculum at primary and secondary schools (MOE, 2003).

In the same year, Higher Education Relevance and Quality Agency were also established to look for the Relevance and Quality of Higher Education Institutions (HEIs) in the country (FNG, 2003). Various stakeholders believed that HERQA might improved the mismatch between Ethiopian employers and stakeholders requirement, and the curriculum, pedagogy, assessment methods commonly developed by the higher education institutions (Aschcroff, 2005).

2.3.1 An Over View of Development of Teacher Education in Tigrai

Some time in the Emperor's period in Tigrai region, teachers were trained in Adwa, one of the towns in the region through missionaries. In the late 1955 -1964 G.C a one year training for teachers were provided in Mekelle, the place where the center of the regional state (MoE, 20005). However, those institutions could not be long lasting. In addition to this, ' Derg' regime did not establish even a single College of Teachers' in the region.

Conversely, the Federal Democratic of Republic of Ethiopian has devolved decision-making authority into the regions. One of the authorities vested in the regions were the establishment of higher educational institutions by proclamation No 97/1994 (FNG, 1994)

Following the historic decentralization, in 1992, Adwa Teacher Training Institution was established in the place where the then Teacher Training Institution that was established by missionaries in the emperor's period (REB; 2006). Following this, Abby-Addi College of Teachers' was established in 1988 E.C (Asmelash, 2002)

In 2003, Mekelle Colleges of Teacher Education was also established to alleviate shortage of teachers for second cycle of primary schools in the region. In the same year Hashengea College, the first private college, was started to train teachers for 1-4 primary education in 2002 (TTVET, 2004). Following this, in 2004 college such as Sheba, Nile, and Greenwich started to train in 10+3 program in regular mode of delivery.

BY 2006, 11(eleven) colleges were accredited to provide training in teaching streams particularly of MBC, Social Science and language. Among those private colleges, 9 (nine) are now operating (TTVET, 2006).

2.4 An Emerging Accreditation System in Ethiopia

2.4.1 Federal Accreditation System of the Country

The first initiative in the history of Higher Education was the establishment of Higher Education and Relevance Agency (HERQA) in 2003 as an autonomous organ having its own legal personality (FNG, proc 351 articles 78, 2003). The objective of the establishment, as article 80 states, is to supervise the relevance and quality of higher education offered by any institution (ibid). Recently HERQA (2006:7) announced that there are nine public universities and twelve more public universities are also under way and there are approximately forty private institutions.

With regard to the status of its operation related to (pre) accreditation, it is stated that;

Until present all private institutions offering new programs have to obtain pre-accreditation and accreditation permits in line with the current practice as prescribed by law. For publicly funded universities, which are established by proclamation of the government, this accreditation procedure is not yet applied (HERQA, 2006.)

However, MOE and HERQA expect that all public sector Higher Education under its authority should undergo quality assessment (ibid). This is clearly stated in proclamation 351/2003 article 77: "The provisions concerning accreditation of private institutions in this part shall mutatis and mutandis be applicable to the accreditation of public institutions".

To this effect HERQA conducted as a start a pilot internal quality audit at Awasa and Adama Universities to use as an input for developing a manual for internal quality assessment by Higher Education Institutions (HERQA, 2006).

In support of HERQAS initiative Teacher Education Systems Overhaul was also designed in 2003 with an aim to improve quality and relevance of Teacher Education

Institutions (MoE, 2003). HERQA then drafted subject benchmarking guideline from April - June 2005 for mathematics, and chemistry subjects to be used as an outcome-based learning in Teacher Education Institutions (HERQA, 2006). This attempt was in line with the TESO objectives.

Moreover, Teacher Development Program (TDP) is among the core issues for HERQA & TESO. To ensure this, higher diploma program has started in higher Education Institutions in general and the Teacher Education Institutions in particular. Directive from MOE to TREB goes as follows:

The Higher Diploma (HDP) is a compulsory element of the TESO program intended to improve the quality of education in Ethiopia. So far, over 2000 Teacher Educators has successfully completed the HDP nation wide. All Teacher Educators who pass the Higher Diploma must be certified accordingly in order to be employed as teacher Educators and to continue in their profession (MOE, 2007)

2.4.2 Regional Accreditation Systems in Ethiopia

Following the Historic decentralization in the country, regions became the center of power to establish colleges that are responsive to their unique situations (FNG, 1995) To this end, directives, regulations and proclamations have been designed at the national level. Regions, however, have the right to make it relevant to their unique situation using their own proclamations. For instance, a directive from MOE to Tigray TVET goes as follows:

በቴክኒክ ሙያ ትምህርት ስልጠና ጥራትና ብቃት ያለው የሰለጠነ የሰው ሃይል ለማፍራት ወጥነት ያለው ሥርዓት ለማደራጀት የካቲት 22 ቀን 1996 ዓ/ም በአዋጅ ቁጥር 391/1996 በነጋሪት ጋዜጣ ታትሞ ወጥቷል። ስለዚህ ስልጠናው በዚህ አዋጅ መሠረት በታለመለት ግብ ለመድረስ እንዲቻል የአዋጁን ቅጅ ኮፒ ከዚህ ደብዳቤ ጋር አያይዘን የላክንላችሁ መሆኑን እያገለጸን እንደ አስፈላጊነቱ ከዚህ በመንተራንስ ለክልሉ አግባብነት ያለው ህግ መቅረብ አስፈላጊ መሆኑን በዚህ አጋጣሚ እናሳስባለን (MOE, 2000)

The Amharic version statement in short indicates Federal Proclamation, 391/2003 were launched to guide accreditation in the region by the TVET commission and it also permits regions to have the right to make it relevance to their unique situations.

Accordingly, Tigray Regional State designed and launched proclamation 104 in 2005 that are relevant to the situations in the region. Proclamation 104, article 32 indicates that, the TVET as part of the government structure has vested the responsibilities to accredit colleges.

The practices prior to the proclamation, colleges were faced with acute shortage of teachers. Taking this into account, solving the problem that actually encountered the private colleges with acute shortage of Teachers required for the training was given emphasis. To this end, the region's proclamation 104 article 30 permits part- time employment as stated below:

1. በሌላ ህግ በሌላ አኳህን የተደነገገ ቢኖርም ማንኛውም ብቃት ያለው ባለሙያ ከመደበኛ ሥራው በተጨማሪ በማሠልጠኛ ማእከሉ ኮሌጅ ተቀጥሮ መሥራት ይችላል።
2. በዚህ አንቀጽ በንኡስ አንቀጽ 1 መሠረት በአሰልጣኝነት የሚቀጠር ሰው የሥራ ቀናትና ሰዓት እንዲሁም ሌሎች የሥራ ሁኔታዎች ከየንዳንዱ ቀጣሪ ጋር በሚደረገው ስምምነት ሊወሰኑ ይችላል። (TNG,2005)

It states that any competent professional employee in addition to his/her formal employment has the right to be employed in the colleges. However, this could mainly depend on the agreement that will be made with the employer organization.

Even though TTEVET has its own regulations to carry out its responsibilities to assess private colleges in the region, public colleges were not yet assessed. To support the accreditation system in all regional states, in 2002 the Ministry of Education developed standards that fits merely to Teacher Education Institutions in the belief that Teacher Education Institutions could not be accredited in general standards rather they could

meet standards that are relevant to their unique features of the teaching profession (MOE, 2002).

The region, however, did not use those standards in practice, but developed general standards (43 in number) of their own to (pre) accredit after supervisory visit to those colleges (TTVETC, 2005). Those standards were developed based on the policy issued by MOE in 2003 (MOE, 2003)

2.5. Empirical Studies in Quality and Relevance

2.5.1 Study by NCATE, in the USA

The American Association of Colleges for Teacher Education (AACTE) conducted a comparative study between NCATE and TEAC, the two federally and CHEA recognized creditors. The study, as stated by AACTE, was aimed at developing a single accreditation system that can achieve important accountability principle. The finding of the study is presented as follows:

Both accrediting agencies have candidates. NCATE is perusing initial accreditation after meeting pre-accreditations. In TEAC this has been done after having met the member eligibility requirements, and was awarded for five years. With regard to provision, if the unit has not met one or more of the standards, the unit must satisfy those standards with in six months. In TEAC, the program faculty must remedy the weakness.

NCATE, in the initial category, indicates the unmeet each of the six standards and awarded the candidates for term of five years. In TEAC, the unit awarded accreditation for the first time for term of five years. In the continuing category, in NCATE, the unit met each of the six standards. In TEAC the program demonstrates the ongoing institutional inquiry and awarded the candidates for term of ten years. Further more, accreditation with condition category indicates that the unit has not met one or more of the standards and must meet within two years. In TEAC did not indicate such category.

With regard to revocation of accreditation, revocation of accreditation in NCATE is actually taken following a focused visit that occurs as a result of provisional accreditation decision. In

TEAC it has been done following a finding that the program is no longer in compliance with TEAC'S principles.

2.5.2 Domestic Studies in Quality Assurance

The universities in the country in collaboration with the Higher Education Relevance and Quality Agency conducted pilot internal quality audit at Adama University in 2004. The team members were selected from different higher education institutions based on their experience and qualification. The data gathering tools they used were documentary analysis, interview, and focus group discussions. Similarly, an assessment was conducted in Unity University College. Some of the identified strengths pointed out were: having fairly strong and effective legislated institutional system, learning opportunity, and learning resource with quality provision, and encouraging quality assurance system that are well in place. Some of the major weaknesses pointed out, according to the assessment, were: limitation of learning resource in comparison to student expectations, and absence of more responsive administration wing.

In addition to this, during the preparation of the current Teacher Education Systems Overhaul, studies were conducted. Their result, as cited in MoE(2005), indicates that teacher education in the country lacks the required competence . For this reason, graduate teachers couldn't produce citizens with the required competence. The study farther indicates that, since professionals are ill prepared, they couldn't develop students' positive thinking and personality, and have the limitation in their knowledge base. According to the study, those who are better in their knowledge base are also highly dependent on theory rather than practice. They use backward teaching method rather than using continuous assessment and tried to understand children's 'attitude and interest. In general, the study indicates that teachers' commitment on their profession, moral, personality, and quality could not bring about the country's socio-economic development.

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter data that were gathered through questionnaire, focused group discussion, interview, and observation checklist are systematically presented, analyzed, and interpreted in order to treat all the basic questions of the study. To this end, the data analysis presented in two general parts. The first part deals with respondents' characteristics because this part is very important to judge whether the sample is representative or not. The second part deals with data that is directly linked to five basic question of the study. It is therefore analyzed and interpreted it in a way that answer those questions.

3.1 Characteristics of Respondents

The study entitled "The practice of Teachers Training Colleges with Reference to Accreditation in Tigray Region" required data that was gathered through focused group discussion (FGD) held in two towns of the region namely Mekelle (The center of the regional state) and Shire Endaslasie. The participants of FGD in Mekelle, the place where one sample of public and one sample of private college is found, were 5(five) students from each sample private and public colleges. The composition of student participants was 50% females and the rest were males. In addition, Wereda Education Officer Head, Wereda Civil Service Commission Head, 2(two) representative of the community participated in the discussion. Moreover, an interview was held with quality Assurance Department head of TTVET Commission in Tigray region and with the then Training Officer of the TREB.

To look for mismatch of the standards of accreditation and the actual practice, the criteria of accreditation prepared by the office of TTEVT was used as checklist to gather data from documents and sites. In addition to this, the researcher has classified those criteria into input, process and output so as to examine and arrive at valuable findings.

To support the data that were collected by a documentary checklist, questionnaire was also used. It was intended to collect data from both teachers and college managers. This is because; the researcher found that the commissions' criteria of assessment were a two-option-scale that couldn't precisely standardize the requirements. Thus, both teachers and Administrative Staff were selected through purposive sampling techniques in private college and stratified sampling in public colleges. This is presented her under:

Table 2: Respondents' Characteristics

No.	Item	Responses	Private College				Public College			
			Teachers (N=20)		College mgt. (N=11)		Teachers (N=55)		College mgt (N=16)	
			No	%	No	%	No	%	No	%
1	Sex	Male	20	100	11	100	47	85.45	16	100
		Female	-	-	-	-	8	14.5	-	-
		Total	20	100	11	100	55	100	16	100
2	Age	16-20								
		21-25			1	9.09	4	7.72		
		26-30	14	70	8	72.73	38	69.09	12	75
		31-35	6	30	2	18.18	13	23.63	4	25
		> 36								
		Total	20	100	11	100	55	100	16	100
4	Experience in teaching	0-5	9	45	6	54.54	26	47.27	7	43.75
		6-10	7	35	3	27.28	20	36.36	5	31.25
		11-15	4	20	2	18.19	9	16.36	4	25
		>16								
		Total	20	100	11	100	55	100	16	100

Personal characteristics of teachers and college managers in both private and public colleges are presented in Table- 2. From this table the sex category that was represented for the study indicated that male teachers in private and public colleges were 20 (100%) and 47(85.45%) respectively. In the case of Administrative Staff, male respondents were 11(100%) and 16 (100%) respectively. This shows that female teacher and Administrative Staff is non-existence in the sample of private colleges of teachers'.

With regard to respondents' age, teachers with the age of 21-25 in private and public college were none and 4(7.27%) respectively. For Administrative Staff accounts for 1(9.09%) and none respectively were represented as sample in the study. Teacher

respondents with the age of 26 – 30 in both private and public colleges were 14(70%) and 38 (69.09%) respectively. Administrative Staff for the same age category in both private and public college were 8(72.73%) and 12(75%) respectively.

In addition, teacher respondents with the age of 31- 35 in both private and public colleges 6(30%) and 13(23.64%) respectively were represented. For Administrative Staff 2(18.18%) and 4(25%) respectively were represented.

With regard to the experience of respondents, sample of teachers with an experience years of 0-5 were represented as 9(45%) and 26(47.27%) from both private and public colleges respectively. Sample of Administrative Staff for the same category of years of service were represented 6(54.55%) and 7(43.75%) from both private and public colleges respectively. Similarly, sample of teachers with an experience year of 6-10 that account for 7 in number (35%) and 20 in number (36.36%) in both private and public colleges were represented respectively. Administrative Staff with the same category of years of experience that account for 3 in number (27.28%) and 5 in number (31.25%) from both private and public colleges were represented respectively.

Teachers with 11-15 years of experience that account for 4 in number (20%) and 9 in number (16.36%) were represented from both private and public colleges respectively. Similarly, Administrative Staff with the same category of years that account for 2 in number (18.19%) and 4 in number (25%) respectively from both private and public colleges were represented for the study.

3.2 Requirements of Accreditation versus the Practice

Tigray TVET Commission has set requirements that all colleges should be governed in order to operate as colleges. The region's TVET Commission is actually pre-accrediting, accrediting and reaccrediting colleges using those requirements. Since the purpose of the study is to assess the practice of accreditation in teacher education, the researcher has used those requirements to assess the practice, and it is presented, analyzed and interpreted as follows

3.2.1 General Requirements Teacher Education Colleges

As per the requirements of the regions TVET commission criterion No-2 states that applicant colleges should be clearly labeled and named. For this, all the samples of private colleges are named as Hashengea, Nile and Greenwich. The samples of public college are also named as Mekelle College of Teacher Education and Abby Addi College of Teacher Education. This indicates that all private and public colleges are clearly labeled and named. Moreover, criterion No-4 in the observation checklist stated that colleges should have clearly stated objectives. Regarding this, the researcher found that in all sample private colleges the objectives of the institutions are actually stated in the project proposal plan only but this is not notified on a board as in public Colleges of Teacher Education stating the statement of vision, mission, and objectives of the colleges in permanent notification.

With regard to criterion No-1 from the observation checklist, stated that candidate colleges should submit project proposal plans. For this, all private colleges have submitted project proposal plans whereas public colleges have not. This might be because the accreditation checkup could not include public colleges and this has been made clear by proclamation No 104/2005 of the region.

Similarly, the colleges were also checked for criterion No- 5. This states that colleges are expected to submit detailed financial statement that enable the colleges successfully carryout their operation. For this, the researcher found that all sample private colleges have submitted a detailed financial statement that shows the power of those colleges. Public colleges have also detailed statements that show the financial power of the institution. After having checked for the above four criteria from the observation checklist prepared by the TTVET commission, data that was gathered from questionnaire, interview, FGD, and the other requirements are presented in harmonized way as follows:

Table 3: General Requirements for the Teacher Education of Colleges

No.	Item	Responses	Private College				Public College			
			Teachers (N=20)		College mgt. (N=11)		Teachers (N=55)		College mgt (N=16)	
			No	%	No	%	No	%	No	%
1	The college is free from noise, busy traffic, and communicable diseases.	Not at all								
		Not very much					32	58.18	9	56.25
		Not sure					23	41.82	7	43.75
		Much	16	80	8	72.72				
		Very much	4	20	3	27.27				
		Total	20	100	11	100	55	100	16	100
2	The college campus fulfills all the required sport fields such as football, volleyball, basketball	Not at all	20	100	11	100				
		Not very much								
		Not sure								
		Much					48	87.27	14	87.5
		Very much					7	13	2	12.5
		Total	20	100	11	100	55	100	16	100
4	Classrooms are conveniently prepared for instructional process.	Not at all								
		Not very much								
		Not sure	3	15						
		Much	15	75	9	81.82	12	21.82	5	31.25
		Very much	2	10	2	18.18	43	78.18	11	68.75
		Total	20	100	11	100	55	100	16	100
5	The college is using educational laboratories and workshops.	Not at all	19	95	10	90.91				
		Not very much	1	5	1	9.09	10	18.18	6	37.5
		Not sure								
		Much					45	81.82	10	62.5
		Very much								
		Total	20	100	11	100	55	100	16	100

The general requirements of the Colleges of Teachers' Education are presented in Table - 3. From this table, both teachers and administrative staff were asked the extent to which the college is free from noise, busy traffic, and communicable diseases. The majority of teachers and administrative staff in private colleges 16(80%) and 8(72.73%) respectively answered "much". In public colleges for the same question 32(58.18%) and 9(56.25%) answered "not very much" respectively. This might be because Mekelle College of Teacher Education has problems related to noise that emanates from

students of music stream (Art school) who usually use high pitch musical instrument here and there within the campus.

Moreover, both types of respondents were also asked the extent to which the college campus fulfils all necessary sport fields such as football, volleyball and basketball. All teachers and administrative staff in private colleges 20 (100%) and 11(100%) said "not at all". For the same question, both respondents in public colleges 48(87.27%) and 14(87.5%) respectively answered "much". From observation, the problem in private colleges is the lack of sport fields within the campus. This problem doesn't include public colleges since the necessary sport fields such as football, volleyball, and basketball are actually available.

With regard to classrooms in those colleges, both types of respondents were also asked the extent to which class rooms are conveniently prepared. The majority of teachers and administrative staff in private colleges 15(75%) and 9(81.82%) respectively answered "much" respectively. For the same question, in public colleges 43(78.18%) and 11(68.75%) respectively responded "very much". In support of this, the Commission obligates candidate colleges to prepare convenient classrooms and fulfill with necessary materials in their observation checklist criteria No-11 and 12 respectively. For this, in all the sample private and public colleges under study classrooms are conveniently prepared, and are fulfilled with necessary materials.

Moreover, criterion No -24 stated that candidate colleges should submit signed agreement for house rent for not less than five years, if the colleges are actually operating in house rent. For this, all samples of private colleges are operating in house rent with agreements signed for less than five years. In addition to this, the researcher found that the colleges' physical plants were originally built for other purposes (not for college purposes). Conversely, the physical plants in public colleges owned by the colleges show that they were built for college purpose with the exception to Mekelle College of Teacher Education where its physical plant was primarily built for political school in the 'Derg' regime.

With regard to whether the colleges have educational laboratories, the majority of teachers and administrative staff in private colleges 19(95%) and 10(90.09%) respectively, responded “not at all” whereas, the majority of the two types of respondents in the public colleges 45(81.82%) and 10(62.5%) respectively responded “much”. From the observation checklist prepared by TTVET commission, Criteria No-13 states that candidate colleges should prepare workshops for the training. For this, since all sample of private colleges under the study is actually operating in fields such as language, MBC and Social Science, they never prepared work shops for the training, whereas in the sample of public colleges the researcher found that work shops are actually prepared, and to some extent the necessary equipment are fulfilled (Criterion No-14).

3.2.2 Services in the Colleges of Teacher Education

Among other things, colleges should render services with in their campuses. To this end, colleges were assessed whether colleges are providing services for both staff and trainees in those colleges.

Table 4: The availability of services in the Teachers College.

No.	Item	Resp.	Private College				Public College'			
			Teachers (N=20)		College mgt. (N=11)		Teachers (N=55)		College mgt. (N=16)	
			No	%	No	%	No	%	No	%
1	Student lounge	Yes	4	20	2	18.18	9	16.36	6	37.5
		No	16	80	9	81.82	46	83.64	10	62.5
		Total	20	100	11	100	55	100	16	100
2	Staff lounge	Yes	3	15	3	27.27	26	47.27	5	31.25
		No	17	85	8	72.73	29	52.73	11	68.75
		Total	20	100	11	100	55	100	16	100
3	Telephone service	Yes	2	10	4	36.36	47	85.45	12	75
		No	18	90	7	63.64	8	14.55	6	25
		Total	20	100		100	55	100	16	100
4	College health Center	Yes	2	10	3	27.27	6	10.91	4	25
		No	18	90	8	72.73	49	89.09	12	75
		Total	20	10	11	100	55	100	16	100

The availability of services in the colleges of teachers' is presented in Table-4. From this table, teachers and administrative staff respondents were asked whether student lounge is available or not. The majority of teachers and administrative staff in private colleges responded "no" which account for 16 in number (80%) and 9 in number (81.82%) respectively. In public colleges the same type of respondents responded "no" 46 (83.36%) and 10(62.5%) respectively. Similarly, they were also asked whether staff lounge is available within the colleges or not. The majority of teachers and administrative staff in private college responded "no" account for 17 in number (85%) and 8 in number (72.73%) respectively. For the same question, the majority of respondents in public colleges who responded "yes" which account for 29 in number (52.73%) and 11 in number (68.75) respectively.

With regard to telephone services, teachers and administrative staff were asked for its availability. The majority of respondents responded “no” which account for 18 in number (90%) and 7 in number (63.63%) in private colleges respectively. Conversely both types of respondents in public colleges 47(85.45%) and 12(75%) respectively respond “yes”.

With regard to the availability of health center, as in case of the last item in the same table, significant number of teachers 18(90%) and 49(89.09%) both in private and public colleges respectively responded “no”. Similarly, 8(72.73%) and 12(75%) of administrative staff responded “no” respectively.

3.2.3 External Influence and Expectation of Accreditation

Some criteria of the commission focus on the external influence i.e on governmental expectations that are actually designed to fulfill those requirements. For instance, criterion No-18 requests that the colleges should renew their investment license. For this, all sample private colleges submitted renewed license. This is not actually true in public colleges because accreditation body has not obliged them yet. Similarly, criterion No-19, requests the colleges to submit annual tax payment slip. For this, the researcher found that all private colleges are annually taxed.

Moreover, as in criterion No-20, private colleges were checked whether they pay 3000 birr for pre- accreditation or not. For this, no one private college paid so far. Similarly, no one sample of private colleges could pay 2000 Birr for accreditation and reaccreditations too. From the documentation, private colleges are actually not paying it, and they were, however, requesting for clarification on how the payments will be paid (See appendix- 5 page-5). The commission, however, is strictly requesting them to pay.

3.2.4 Planning, Organizing, and Reporting in the Colleges

The observation checklist of the TVET Commission has criteria related to planning, organizing, and reporting. For instance Criterion No-34 requests the college Dean/ Vice-

Dean to have operational plan. The researcher found that all private and public colleges have operational plan. Similarly, criterion No-35 requests departments in Teachers Colleges to have plan. In this case departments in most private colleges do not have plans, whereas in public colleges departments have plans.

Similarly, criterion No-36 requests that Offices of Administrative Finance to have operational plans. In the majority sample of private colleges, there were no incumbent for Office of Administrative Finance, whereas in all sample of public colleges personnel for administrative finance were assigned and were actually operating with the plans too.

In addition to this, criterion No-39 requests that the colleges to have established clubs with plans. For this, clubs are not established in all samples of private colleges, whereas in all sample of public colleges, clubs are actually established and are operating with plan too. Similarly, criterion No-40 requests that the committees in all sample of private colleges be established and have operational plans. For this, no committee in all sample of private colleges are established, whereas in public colleges various committees are actually functioning guided by operational plans.

Moreover, criterion No-42 request Office of Student Council to be established and to have plan. For this, in the majority sample private colleges, Office of Student Council was non-existent. In public colleges, however, student Councils are actually operating with annual plans. Lastly, criterion No-43 requests that monthly reports be presented to the commission regularly. For this, no sample private colleges reported on students' enrollment and other matters yet.

3.2.5 Selection, Admission, and Registration

Selection, admission and registration of trainees are some of the major requirements to accredit colleges. Hence, Colleges are expected to strictly observe those requirements of admission. So that, the procedures and practice of selection, admission and registration in those colleges are presented her under:

Table 5: Views on Selection, Admission, and Registration

No	Item	Private College				Public College			
		Teachers (N=20)		College mgt. (N=11)		Teachers (N=55)		College mgt. (N=16)	
		No	%	No	%	No	%	No	%
1	Selection done: - (a) Based on minimum grade point of admission only.	18	90	10	90.90				
	(b) Favoring disadvantaged	2	10	1	9.1	10	18.2	2	12.5
	(c) Randomly								
	(d) On the bases of merits					45	81.8	14	87.5
	Total	20	100	11	100	55	100	16	100
2	Selection made on the basis of merits, physical, personality traits, academic qualities and experiences in teaching were checked. Yes					6	18.18	2	12.5
	No	20	100	11	100	45	81.82	14	87.5
	Total	20	100	11	100	55	100	16	100
3	Registration dead line observed in your college Yes	7	35	5	45.45	25	45.45	6	37.5
	No	13	65	6	54.55	30	54.55	10	62.5
	Total	20	100	11	100	55	100	16	100

Data related to Selection, admission and registration is presented in Table-5. According to this table, both teachers and administrative staff were asked which type of selection of trainees is being practiced in their colleges. The majority of teachers and administrative staff in private colleges 18(90%) and 10(90.9%) respectively, responded “based on minimum grade point of admission only”, whereas significant number of teachers and administrative staff in public colleges 45(81.82%) and 14(87.5%) respectively responded “selection on the basis of merits.” Consequently, both teachers and administrative staff in public colleges 45(81.82%) and 14(87.5%) respectively replied “yes” Applicants were tested for physical qualities, personality traits, academic qualities, and other experiences to be selected for the training. Whereas, in private colleges for the same question, both teachers and administrative staff 20(100%) and 11(100%) respectively responded "yes".

This indicates that selection of trainees in public colleges strictly follows the requirements of Teacher Education Systems Overhaul (TESO), whereas trainees in private colleges were not selected on the basis of TESO policy standards.

As stated by teachers and administrative staff in private colleges, students were required to fulfill minimum matriculation grade point 2. Data from focus group discussion, however, indicates that most of the sample of private colleges under the study, usually register students below National Examination grade point 2. This has been done, by distorting the regulation designed by Tigray TVET Commission, for non teaching streams, which states that;

Trainees, who registered in 10+2, if he/she scored 50 in all courses he/she attended in 1st and 2nd years with cumulative average score of 75 and above but who have national examination results with 1.6 for females and 1.8 for males, could proceed to the 3rd year of 10+3 program. (See the appendix 5, page -1 translated from Tigrgna).

According to the participants of the discussion, this gives the opportunity for most colleges to register students with matriculation grade point below 2. This makes the students registered for 10+1 and 10+2 to covertly proceed to 10+3(Diploma) program.

This indicates that the majority of private colleges' selection and admission of trainees doesn't strictly follow the minimum national examination grade point 2 (Criterion No -7) and the requirements of TESO, which says applicant for admission should first checked for physical, academic qualities, personality traits and other related experiences required to the training (MoE, 2003). However, as in criteria No- 9, those requirements of selection were documented in the sample of all private colleges under study.

With regard to whether the sample of colleges observe registration dead line or not, the majority of teachers and administrative staff in private colleges 13(65%) and 6(54.55%) respectively replied "no". The majority participants of focused group discussion stated that registration dead line is not strictly observed in both private and public colleges. Some participants assert that this is a serious problem in most private colleges as well

as Mekelle Colleges of Teacher Education. The reason, according to the participants, why private colleges are allowed registering for late and newly enrolled student is that, they are profit-making institutions. Similarly, both teachers and administrative staff in public colleges 30(54.55%) and 10(62.5%) respectively responded “no”.

3.2.6. Libraries in the Colleges of Teacher Education

Colleges are required to have library in order to obtain pre-accreditation, accreditation and reaccreditation by the commission. To make the study very meaningful some necessary questions are tried to treat in the following table.

Table 6: Views on Library service of Colleges

No.	Item	Responses	Private College				Public College			
			Teachers (N=20)		College mgt. (N=11)		Teachers (N=55)		College mgt. (N=16)	
			No	%	No	%	No	%	No	%
1	Capacity to serve large number of trainees.	Not at all	5	25	2	18.18	11	20	5	31.25
		Not very much	14	70	9	81.82	41	74.55	11	68.75
		Not sure	1	5						
		Much					3	5.45		
		Very much								
		Total	20	100	11	100	55	100	16	100
2	The library is open for services.	Not at all					2	3.64		
		Not very much	3	15	1	9.09	27	49.09	5	31.25
		Not sure					2	3.63	2	12.5
		Much	2	10	1	9.09	24	43.64	9	56.25
		Very much	15	75	8	72.73				
		Total	20	100	11	100	55	100	16	100
3	Supply of update and relevant reading materials	Not at all	6	30	3	27.27	4	7.27	5	31.25
		Not very much	11	55			36	65.45		
		Not sure					15	27.27		
		Much	3	15	8	72.73			11	68.75
		Very much								
		Total	20	100	11	100	55	100	16	100
5	Organized and it is easy to access	Not at all	4	20	2	18.18	5	9.09		
		Not very much	14	70	7	63.64	9	16.36		
		Not sure	2	10	2	18.18	11	20	4	25
		Much					30	54.55	12	75
		Very much								
		Total	20	100	11	100	55	100	16	100
6	Book loan policy is applied	Not at all								
		Not very much	11	55	7	63.64	9	16.36	2	12.5
		Not sure	8	40	4	36.36	12	21.82	5	31.25
		Much	1	5			34	61.8	9	56.25
		Very much								
		Total	20	100	11	100	55	100	16	100

The availability of library in Colleges of Teacher Education is presented in Table-6. To begin with the observation checklist, criterion No-15 request that the availability of

libraries in the samples of colleges. For this, the researcher found that libraries in all samples of private colleges and the two samples of public colleges are available. However, the observation checklist could not standardize what the capacity of those libraries are? So both teachers and administrative staff were asked the extent to which the library has the capacity to serve large number of teachers. For this, the majority of respondents 14 (70%) and 9(81.82%) in private colleges respectively responded "not very much." Similarly, 41(74.55%) and 11(68.75%) in public colleges respectively responded "not very much." From the focused group discussion, the majority of participants asserted that all sample of private colleges under study and Mekelle Colleges of Teachers do not have the capacity to provide service for 25% of the trainees in those campuses.

In addition to this, using item No-2, those teachers and administrative staff were also asked the extent to which the libraries are open for services in all service hours. For this, the majority of teacher and administrative staff in private colleges 15(75%) and 8(72.73%) respectively responded "very much". The majority of teachers in public colleges responded for the same questions 27(49.09%) as "not very much," whereas administrative staff 9(56.25%) responded "much." In the observation time, the researcher frequently found that all libraries in private colleges were open in all service hours, whereas in the public college particularly in Mekelle College Teachers', the library was closed in most service hours. This finding has been reached after the researcher visited the libraries at randomly selected 10(ten) days working hours in a month.

With regard to the supply of updated and relevant reading materials, item No-3, the majority of teachers in private and public colleges 11(55%) and 36(65.45%) respectively responded "not very much", whereas administrative staff in both types of colleges 8(72.73%) and 11(68.75%) respectively responded "much". From the observation checklist criterion No-16, in all sample of private and the two samples of public colleges the libraries are not sufficiently supplied with updated and relevant reading materials. Supporting this, the head of Quality Assurance Department and the training officer of TREB, stated that both private and public colleges generally do not supply relevant

reading materials. This might emanate from financial constraints that usually face them. The training officer of TREB further stated that the supervisory committee that were represented from TREB and TTVET commission did not strictly adhere for this requirement because the team thinks that the colleges could fulfill this in the near future.

With regard to the internal organization of the library, the majority of both teachers and administrative staff in private colleges 14(70%) and 7(63.64%) respectively responded "not very much". In public colleges, however, 30(54.55%) and 12(75%) respectively responded "much". Similarly, both types of respondents were also asked whether the trainees borrow books from the libraries in the colleges of education under study. The majority of the two groups of respondents in private colleges 11 (55%) and 7(63.64) respectively responded "not very much" and in public colleges the majority of respondents 34(61.82%) and 9 (56.25%) respectively responded "much".

In addition to this, from the checklist criteria No-38 requests colleges to employ librarian, the researcher found that all samples private and public colleges have employed librarians, whereas in the sample private colleges vice librarians were not employed. Moreover, the researcher found that there were not plans for librarians in both private and public colleges.

3.2.7 Availability and Expected Performance of Teachers

One among the major requirements of the commission to accredit teacher training college is the availability of teachers with the required qualification and this is presented as follows:

Table 7: Views on Availability and Involvement of Teachers.

No.	Item	Responses	Private College				Public College			
			Teachers (N=20)		College mgt. (N=11)		Teachers (N=55)		College mgt. (N=16)	
			No	%	No	%	No	%	No	%
1	The availability of an adequate number of qualified teachers	Not at all	4	20						
		Few	16	80	7	63.64	3	5.45		
		Moderate			4	36.36				
		High					2	3.64	1	6.25
		Very high					50	90.91	15	93.75
		Total	20	100	11	100	55	100	16	100
2	Teachers exert their maximum effort.	Not at all								
		Not very much	4	25	4	36.36	44	80	11	68.75
		No response					6	10.91		
		Much	1	10	1	9.09	5	9.09	5	31.25
		Very much	15	75	6	54.55				
		Total	20	100	11	100	55	100	16	100
3	Students work hard in their learning.	Not at all								
		Not very much	18	90	9	81.62	23	41.81	3	18.75
		No response							2	12.5
		Much					30	55.54	11	68.75
		Very much	2	10	2	18.38				
		Total	20	100	11	100	55	100	16	100

The availability of teachers and their interaction in the classroom is presented in Table-7. Teachers and administrative staff were asked about the adequacy of fulltime teachers who have the necessary qualification required for the training. The majority of teachers and administrative staff in private colleges 16(80%) and 7(63.64%) respectively responded “few”. Conversely, the majority of both teachers and administrative staff in public colleges 50(90.9%) and 15(93.75%) respectively responded “ very high ”.

Next, the responses of the respondents in private colleges on the one hand and in the public colleges on the other hand, were crosschecked by observation checklist using criterion No-6 and it actually supports the already stated premises.

To make it legal and maintain the teachers in the colleges, as per observation checklist criterion No-25, agreement of teachers with the colleges are made in all samples private and public colleges under study and they have documented it. According to the participants of the FGD, some private colleges, however, documented curriculum Vita

(CV) of some individuals who are not employed in the institution. This is because; they want to act as if they fulfill criterion No-6 that requires colleges to employ fulltime teachers in order to get pre-accreditation, accreditation, and reaccreditation license

Moreover, according to criterion No-26, all teachers and supporting staff in all samples private and public colleges are regularly taxed from their monthly salary. Further more, according to criterion No-3, the researcher observed that teachers in all samples private and public colleges prepared annual, weekly, and daily lesson plans.

To examine the extent to which the available part - time and fulltime teachers exert their maximum potential, the majority of both types of respondents 15(75%) and 6(54.55%) in private colleges responded "very much" respectively. Whereas, the majority in the public colleges 44(80%) and 11(68.75%) respectively responded "not very much". In support of this, the majority participants of focused group discussion asserted that teachers from public colleges are part - time workers in private colleges. The participants of the discussion speculate that the majority of part - time teachers seriously teach in private colleges. The reason, according to them is that the controlling mechanism in those colleges is very strong. To this effect, they are forced to carryout their task properly. Otherwise, they might lose the opportunity to work as part- timers. Conversely, according to the participants of FGD, some teachers in public colleges boycott classes because it becomes difficult for them to carryout tasks within and out of the campuses.

With regard to students' learning, both teachers and administrative staff t were asked the extent to which students work hard in their learning. Significant number of teachers and college management in private colleges said "not very much," which account for 18(90%) and 9(81.62%) respectively and in public colleges the majority of both types of respondents responded "much" which accounts for 30 in number (54.55%) and 11 in number (68.75%) respectively.

3.2.8 Practicum Program in Teachers Colleges

Practicum in Teachers Colleges is one of the most important requirements to accredit colleges. To this end, criterion No-30 requests that apprentices actually be assigned in primary schools of the region. In all sample private and public colleges, the researcher found that such apprentices are in the field. Similarly, criterion No-31 requests the college to assign vocational councilor. In all samples of private and public colleges, the researcher found that no councilor is assigned so far. However, the assignment is given to teachers to carryout the responsibility of vocational counseling. In addition to this, most samples private colleges do not actually have plans for it. In public colleges, however this is conversely true. To understand the practice of practicum, data that were gathered through other instruments is presented here under:

Table 8: Practicum in Teacher Education colleges

No.	Item	Responses	Private College				Public College			
			Teachers (N=20)		College mgt. (N=11)		Teachers (N=55)		College mgt. (N=16)	
			No	%	No	%	No	%	No	%
1	Practicum program helps students to apply what they have learnt	Not at all								
		Not very much	3	15	3	27.27	10	18.18	3	18.75
		Not sure	15	75	8	72.73	6	10.91	1	6.25
		Much	2	10						
		Very much					39	70.91	12	75
		Total	20	100	11	100	55	100	16	100
2	Practicum program created as an opportunity to mentors to visit primary schools while supervising apprentice.	Not at all	6	30	3	27.27	16	29.09	6	37.50
		Not very much	12	60	6	54.55				
		Not sure								
		Much	2	10	2	18.18	7	12.73	1	6.25
		Very much					32	58.18	9	56.25
		Total	20	100	11	100	55	100	16	100
3	Apprentices are usually assigned to classes according the subject they tend to specialize.	Not at all								
		Not very much	6	30	2	18.18	19	34.55	3	18.75
		Not sure								
		Much					5	9.09	3	18.75
		Very much	14	70	9	81.82	31	56.36	10	62.50
		Total	20	100	11	100	55	100	16	100
4	Practicum program is successfully implemented	Not at all	1	5	9	81.82				
		Not very much	14	70			6	10.91		
		Not sure	3	15	1	9.09				
		Much	2	10			39	70.91	11	68.75
		Very much					10	18.18	5	31.25
		Total	20	100	11	100	55	100	16	100

Practicum program in the College of Teachers are presented in Table -9. Both teachers and administrative staff were asked the extent to which the practicum program helps students apply what they have learnt in the college. The majority of both teachers and administrative staff in private colleges 15(75%) and 8(72.73%) respectively responded "not sure". In public colleges 39(70.9%) and 12(75%) respectively responded "very much". The extent to which practicum program is giving opportunity to teacher educators so as to visit primary schools while supervising the trainees, the majority of both type of respondents in private colleges 12(60%) and 6(54.55%) respectively responded "not very much". In public colleges for the same question 32(58.18%) and 9(56.25%) respectively responded "very much".

Similarly, the extents to which the trainees in the practice period are usually assigned to classes according to the subject they tend to specialize were also asked. For this, the majority of teacher and administrative staff in private college 14(70%) and 9(81.82%) respectively responded "very much". For the same question the majority of teachers and administrative staff in public colleges 31(56.36%) and 10(62.5%) respectively responded "Very much".

With regard to item 4 in the same table, both teachers and administrative staff were asked the extent to which practicum program were being successful. The majority of teachers in private colleges 14 (70%) responded "not very much" and college managers in private colleges 9(81.82%) responded "not at all".

Supporting this, the training officer of TREB stated that practicum in private colleges might not be effectively implemented. This is because firstly, trainees in private colleges couldn't get chance as trainees in public colleges to be paid 180 birr per month. Apprentice of the private colleges have denied this by saying that some of them have tried to cover this cost from parents. In fact some parents couldn't know and expect such kind of fieldwork so that it becomes difficult to cover the cost. Secondly, according to the participants of FGD, teachers in private colleges couldn't regularly supervise the apprentice at primary schools of the region as teachers in the public colleges do. This

might be because private colleges were not ready to pay part-time for teachers for their supervisory services. So, trainees in private colleges couldn't complete practicum courses successfully. Conversely the majority of teachers and college managers in public colleges 39(70.91%) and 11(68.75%) respectively replied "much".

3.2.9 Curriculum in Teacher Education

There are some basic requirements related to curricula of the college of teacher education. Hence, the researcher should used to assess the practice of accreditation and are presented as follows:

Table 9: Curriculum in Colleges of Teacher Education

No.	Item	Responses	Private College				Public College			
			Teachers (N=20)		College mgt. (N=11)		Teachers (N=55)		College mgt. (N=16)	
			No	%	No	%	No	%	No	%
1	Relevance of the curriculum of Teacher Education to primary schools	Not at all	2	10						
		Not very much	3	15	3	27.27	10	18.18	3	18.75
		Not sure	15	75	8	72.73	6	10.91		
		Much							1	6.25
		Very much					39	70.91	12	75
		Total	20	100	11	100	55	100	16	100
2	Teacher education syllabi are prepared as per the standards of MoE	Not at all	6	30	3	27.27	16	29.09	6	37.50
		Not very much								
		Not sure	12	60	6	54.55				
		Much	2	10	2	18.18	7	12.73	1	6.25
		Very much					32	58.18	9	56.25
		Total	20	100	11	100	55	100	16	100
3	Curricula developed in a way that promotes active learning and continuous assessment.	Not at all								
		Not very much	6	30	2	18.18	19	34.55	3	18.75
		Not sure					5	9.09	3	18.75
		Much	14	70	9	81.82	31	56.36	10	62.50
		Very much								
		Total	20	100	11	100	55	100	16	100
4	The curriculum keeps balance of subject mastery, project work and practicum program	Not at all	1	5						
		Not very much			1	9.09	6	10.91		
		Not sure			1	9.09	10	18.18	15	93.75
		Much	19	95			39	70.91	1	6.25
		Very much			9	81.82				
		Total	20	100	11	100	55	100	16	100

Curriculum in the teacher college is presented in Table -9. Both teachers and administrative staff were asked the extent to which the curriculum of Teacher Education is relevant to the primary schools. The majority of both types of respondents in private colleges responded “not sure” 15(75%) and 8(72.73%) respectively. In public colleges 39(70.9%) and 12(75%) respectively responded “very much”. The extent to which syllabuses of teachers education are actually prepared as per the standards of the Ministry of Education, the majority of both type of respondents in private colleges 12(60%) and 6(54.55%) respectively responded for not sure. According the training officer of TREB, Teacher Education has standards prepared by the department heads of all public Teacher Education in the country under the coordination of the Ministry of Education. He further stated that since experts of the responsible body did not evaluate the modules so far, how an earth is it possible to say it was prepared as per the standards of MoE. The interviewee further stated that he is not sure whether colleges used it or not. In public colleges for the same question 32(58.18%) and 9(56.25%) respectively responded “very much.” Similarly, the extent to which the curricula were developed in a way that promotes active learning and continuous assessment were also asked. For this the majority of teacher and college manager’s respondents in private college 14(70%) and 9(81.82%) respectively responded for much .In public colleges for the same question, 31(56.36%) and 10(62.5%) respectively responded “Much”.

With regard to item 4 as seen in the same table, both teachers and administrative staff were asked the extent to which the curriculum keeps an appropriate mix among subject mastery, project work and practicum program. Significant number of teachers in private colleges 19(95%) responded “much” and the majority of college managers in private colleges 9(81.82%) responded” very much.” In public colleges 39(70.91%) responded “much “and college managers 15(93.75%) responded “not sure”.

3.2.10 Research and Development in Teachers Colleges

The practice of Teacher Education Colleges in the region in relation to school-based supervision, training and research are treated her under

Table 10: Research and Development in Teachers Colleges

No.	Item	Responses	Private College				Public College			
			Teachers (N=20)		College mgt. (N=11)		Teachers (N=55)		College mgt. (N=16)	
			No	%	No	%	No	%	No	%
1	Have you been trained for higher diploma program so far?	Yes					54	98.18	16	100
		No	20	100	11	100	1	1.82		
		Total	20	100	11	100	55	100	16	100
2	The extent to which you get training opportunity to upgrade your skills.	Not at all	19	95	9	81.82				
		Not very much	1	5	2	18.12				
		Not sure								
		Much					1	1.8	1	6.25
		Very much					54	98.2	15	93.75
		Total	20	100	11	100	55	100	16	100
3	The extent to which you get college based-supervisory support.	Not at all								
		Not very much	14	70	4	36.36	32	58.18	7	43.75
		Not sure	2	10	1	9.09				
		Much	4	20	6	54.55	23	41.82	9	56.25
		Very much								
		Total	20	100	11	100	55	100	16	100
4	The extent to which you are engaged in research work with relevance to students' learning.	Not at all	18	90	8	72.73				
		Not very much	2	10	3	27.27	10	18	6	37.5
		No sure								
		Much					32	60	10	62.5
		Very much					13	22		
		Total	20	100	11	100	55	100	16	100
5	The extent to which the supervisory support, training and research findings help in improving students' learning.	Not at all								
		Not very much	1	5	2	18.28	2	3.63		
		Not sure	18	90	9	81.82	12	21.82		
		Much	1	5			6	10.91	4	25
		Very much					35	63.64	12	75
		Total	20	100	11	100	55	100	16	100

Table 10 indicates teacher development efforts in teacher education colleges. In this table item 1, both teachers and administrative staff were asked whether they have trained in higher diploma or not. All teachers and administrative staff in private colleges responded “no.” Conversely, significant number of teachers and managers in public colleges 54(98%) and 16(100%) respectively responded “yes”. From an interview, the training officer of TREb stated that "Higher diploma is the requirement of TESO and every teacher in Colleges of Teacher Education should undergo through this training in order to continue as teacher educator". He said that, "most teachers in public colleges were graduated for it. However, in private colleges this has not yet started. In fact, it

requires high investment to train teachers in those colleges." He further asserts that, "If this is not done properly, private colleges couldn't achieve the TESO objectives. This is because TESO is not devised merely for public Teacher Education Colleges."

Similarly, both types of respondents were also asked the extent to which they get training opportunities within and out of their colleges. Almost all teachers 19(95%) and the majority of administrative staff 9(81.82) in private colleges responded for not at all. Supporting this, the majority participants of the discussion assert that in private colleges under study, teachers couldn't get training that could capacitate them to make a difference in their profession. According to those participants, this might be because of the financial constraints that encountered them. Whereas in public colleges, significant number of teachers, 54(98.36%) and almost all administrative staff, 15(93.75%) responded "very much. Regarding this the training officer of TREB stated that "various trainings were actually organized and provided for teachers in the public Colleges of Teacher Education to make a difference in the preparation of teachers. The Teacher Development Program (TDP) has funded this."

The extent to which they get college- based supervisory support, the majority of teachers in private colleges 14(70%) responded "not very much." However, managers in private colleges, 6(54.55) responded "much". In public college for the same type of question, teachers 32(58.18%) responded "not very much" and college managers, 9(56.25%) responded "much."

Similarly, both teachers and college managers were also asked the extent to which they were engaged in research work with its relevance to students' learning. For this significant number of teachers and administrative staff in private college 18 (90%) and 8(72.73%) respectively responded that they were not at all engaged in research work with its relevance to students' learning. For the same question, the majority of teachers and college managers in public colleges 32(60%) and 10(62.5%) respectively responded "much".

Furthermore, both teachers and administrative staff were asked about their opinion on the extent to which the supervisory support, successive trainings and research findings help in

improving students' learning. The majority of teachers and administrative staff in private colleges responded "not sure" which account for 18 in number (90%) and 9 in number (81.82%) respectively. For the same question, the majority of teachers and administrative staff in public colleges 35(63.64%) and 12(75%) respectively responded "Very much".

3.3 Standards of Accreditation versus Teacher Education

Actually the region has devised some criteria / standards to evaluate candidate colleges in order to accredit them. Hence, to evaluate whether those criteria are appropriate to the unique features of teacher education or not, data that were gathered from teachers and college managers in private colleges are presented, analyzed and interpreted as follows in this sub title the response from public colleges were not considered, because Pertaining of this issue the knowledge of teachers and administrative staff might be very limited.

Table 11: Appropriateness of the Standards of Accreditation

No	Item	Responses	Teachers (N=20)		College mgt (N=11)	
			No	%	No	%
1	Standards of accreditation are appropriate to the unique features Teacher Education. Colleges	S. Agree	1	3	3	9.09
		Agree	2	16		
		Undecided				
		Disagree	3	11		
		S. Disagree	14	70	9	90.91
		Total	20	100	11	100
2	Standards were designed on the basis of Teacher Education Systems Overhaul.	S. Agree				
		Agree	2	10		
		Undecided	5	25	3	27.28
		Disagree				
		S. Disagree	13	65	8	72.72
		Total	20	100	11	100
3	Standards are sound and have the capacity to asses most activities.	S. Agree				
		Agree				
		Undecided	2	10	2	18.18
		Disagree	15	75	8	72.73
		S. Disagree	3	15	1	9.09
		Total	20	100	11	100
4	The standards are balanced in terms of input, process and expected outcome.	S. Agree				
		Agree	3	15		
		Undecided	3	15		
		Disagree	2	10	1	9.09
		S. Disagree	12	60	10	90.91
		Total	20	100	11	100

Table-11 describes the appropriateness of Standards of accreditation to Colleges of Teacher Education. In this table, both teachers and administrative staff were asked the extent of their agreement on the item "Standards of accreditation are appropriate to the unique features of teacher education". The majority of teacher respondents 14(70%) and significant number of college managers in private colleges 9(90.91%) responded for "strongly disagree".

With regard to the item "Standards were designed on the basis of Teacher Education Systems overhaul. The majority of the teachers and administrative staff in private colleges 13(65%) and 8(72.73%) respectively responded "strongly disagree".

In addition to this, both teachers and administrative staff were treated for item No- 3 "Standards are sound that have the capacity to assess most activities." The majority of teachers and administrative staff in private colleges 15 (75%) and 8(72.72%) respectively, responded "disagree". Supporting this, the training officer of TREB argues, "If the standard couldn't consider the expectation of TESO at large, how could it be said the standards are matured." The interviewee further asserts that the new practice is actually started in our region and it might be mature in a process.

Furthermore, both types of respondents were treated to the statement in item 5 "The standards are balanced in terms of input, process and expected outcome". The majority of teachers and administrative staff in private colleges 12(60%) and 10(90.91%) respectively responded for "strongly disagree". According to the head of Quality Assurance of the TVET, most criteria are actually focused on the availability of human, physical and material resources. Those criteria generally request whether inputs in an organization were fulfilled or not. Since this analysis is not sufficient, it is analyzed further as follows:

Table 12: Categorization of the Criteria/ Standards of Accreditation

No	Item	Standards of 2005/06 (N=50)		Standards of 2006/07 (N=54)	
		No	%	No	%
1	Input	45	90	49	90.74
2	Process	4	8	4	7.41
3	Output/outcome	1	2	1	1.85
	Total	50	100	54	100

The researcher has tried to classify the criteria that are devised by the commission, in order to examine the mix among input, process and output in the criteria of accreditation (see at appendix- 1). Thus, the criteria that were devised to accredit and /or pre- accredit colleges are classified and presented in Table -12. In item-1, among the standards /criteria's of accreditation input standards /criteria account for 45(90%) in 2005/06 and 49(90.74%) in 2006/07. In item 2, process standards/ criteria are 4(8%) in 2005/06 and 4(7.14%) in 2006/07. The last and the least in its availability, is item 3, output standards/criteria account for 1(2%) in 2005/06 and 1(1.85%) in 2006/7. This generally indicates that the region's criteria of assessment to accredit colleges were highly dependent on input requirements. From an interview with the head of Quality Assurance of the TVET, the region's practice of accreditation is in its infant stage and so criteria of assessment might not appropriately mix input, process and output. According the interviewee, the commission usually use the same criteria to accredit and pre- accredit teachers college.

3.4 Management of Accreditation in the Region

In this subtitle issues related to accreditation versus shortage of teachers in primary schools, information to the public, internal quality audit and external quality audit in Teacher Education Colleges are presented her under.

3.4.1 Accreditation Practice versus Shortage of Teachers

To test the extent to which the accreditation was intended to solve the shortage of teachers in private colleges, data gathered from both teachers and college managers in private colleges were presented, analyzed, and interpreted as follows:

Table13: Accreditation Practice versus Shortage of Teachers

No	Item	Responses	Teachers (N=20)		College mgt (N=11)	
			No	%	No	%
1	Accreditation for colleges is actually provided taking into account an acute shortage of teachers in remote areas of the region.	S. Agree				
		Agree				
		Undecided				
		Disagree	6	30	2	18.18
		S. Disagree	14	70	9	81.82
		Total	20	100	11	100
2	The commission coordinates both private and public colleges in determining number of trainees for specialized fields.	S. Agree				
		Agree	6	30	1	9.09
		Undecided			1	9.09
		Disagree	2	10		
		S. Disagree	12	60	9	81.82
		Total	20	100	11	100
3	The commission's decision to accredit specialized fields for a particular place usually depends on market research.	S. Agree				
		Agree	1	5		
		Undecided	2	10	3	27.27
		Disagree	7	35		
		S. Disagree	11	55	8	72.73
		Total	20	100	11	100

In Table 13, both teachers and administrative staff were asked the extent of their agreement on the premise; "Accreditation for colleges are actually provided taking into account an acute shortage of teachers in some remote areas of the region." The majority of teachers 14(70%) and significant number of administrative staff 9(81.82%) in private colleges respectively replied that they "strongly disagree". Supporting this, the head of Quality Assurance stated that the number of trainees were merely decided on the colleges' capacity and this were actually requested on the colleges' application letter submitted to the TTVET commission.

With regard to item 2 in the same table, both teachers and administrative staff were asked the extent of their agreement on the premise; "The commission coordinates both private and public colleges in determining the number of trainees for specialized fields." The majority of teachers and administrative staff 12(60%) and 9(81.82%) respectively responded for "strongly disagree". Supporting this head of Quality Assurance stated that the commission couldn't accredit public colleges. Hence, they couldn't coordinate both private and public colleges. He stated that their mandate is limited to private colleges only.

Moreover, both teachers and administrative staff were asked the extent of their agreement on the premise in item no 3 " The commission's decisions on number of trainees to accredited actually depends on the demand of primary schools." The majority of teacher respondents and administrative staff in private colleges 11 (55%) and 8(72.73%) respectively responded for "strongly disagree".

3.4.2 Information provided to the public

Among other things, the responsibility of the commission is to make the practice of accreditation transparent to the public. To assess this, views of major stakeholders are presented as follows:

Table 14: The view of stakeholders in private colleges about the medium of communication usually used by the commission

There is no significance difference between teachers and administrative staff in private colleges in their views on the mechanism to which the commission is usually used to inform stakeholders about accredited and non- accredited teachers colleges'. To test the null hypothesis at $\alpha = 0.01$, the chi-square becomes 0.9. The critical region on which the decision is relied is equal to 11.34. Therefore, since the value of chi-square is less than that of the critical region .For this reason, the null hypothesis is accepted.

It is, therefore, concluded that there is no significance difference between teachers and managers in private colleges in their view on the mechanism to which the commission usually used to inform about accredited and non- accredited colleges of teachers' in the region

The view of the majority of both teachers and managers in private colleges, as indicated

Respondents	Voice of Weyane	Directives	Notice bored	Mekalih Tigrai	Total
Teachers	1(1.29)	6(5.16)	12(12.26)	1(1.29)	20
College managers	1(0.71)	2(2.84)	7(6.74)	1(0.71)	11
Total	2	8	19	2	31

in the table, stated that the commission usually used notice bored to inform the stakeholders.

Table 15: The view of stakeholders in private and public colleges about the medium of communication usually used by the commission

Respondents	Voice of Weyane	Directives	Notice board	Mekalih Tigrai	Total
Stakeholders in Private college	2(2.43)	9 (6.08)	19 (19.75)	2 (2.74)	31
stakeholders in public colleges	6 (5.57)	11 (13.92)	46 (45.25)	7(6.26)	71
Total	8	20	65	9	102

There is no significance difference between stakeholders in private and public colleges in their view on the mechanism to which the commission is usually used to inform stakeholders about accredited and non - accredited college of teachers'.

To test the null hypothesis at $\alpha = 0.01$, the chi-square should be computed and it is equal to 2.45. This indicates that the value of chi - square is less than the value of critical region of 11.35. For this reason the statement of the null hypothesis is accepted. It is, therefore, concluded that there is no significance difference between on the view of stakeholders in private and public colleges on the mechanism to which the commission usually used to inform about accredited and non- accredited colleges of teachers' in the region.

As indicated in the table the opinion shows that the commission usually use Notice board to inform stakeholders. Supporting this, both the interviewee stated that the commission usually uses notice board placed at the regional TVET commission. Sometimes the responsible body send directive to each Woreda of the region in order to notify to the public. For this reason, significant number of the participants of FGD stated that the students and the community at large could not have accurate information so that some students are enrolled in colleges which are not accredited by the responsible body.

3.4.3 Internal Quality Audit in Teacher Education

In chapter three (in the review of related literature) various scholars stated that internal quality audit is very important way for quality assurance and systems of accreditation. This is because it is an internal evaluation carried out in the colleges prior to the visit by external specialists (craft, 1992). Thus, to see the extent to which teachers college 'engaged in systems of internal quality audit, data that was gathered from both teachers and college managers in both private and public college are presented as follows:

Table 16: Views on Internal Quality Audit in Teacher Education

No.	Item	Responses	Private College				Public College			
			Teachers (N=20)		College mgt. (N=11)		Teachers (N=55)		College mgt. (N=16)	
			No	%	No	%	No	%	No	%
1	The college has strong controlling and monitoring mechanisms.	Not at all								
		Not very much	1	5			50	90.91	3	21.25
		Not sure	2	10			3	5.45		
		Much	3	15	3	27.27	2	3.64	13	78.75
		Very much	14	70	8	72.73				
	Total	20	100	11	100	55	100	16	100	
2	The college makes open the requirements to stakeholders.	Not at all	3	15						
		Not very much	14	70			48	87.27	3	18.75
		Not sure	3	15	7	63.64			13	81.25
		Much			4	36.36	3	5.46		
		Very much					4	7.27		
	Total	20	100	11	100	55	100	16	100	
3	The college informs fields of studies pre- accredited and accredited	Not at all								
		Not very much	14	70	9	56.25	4	7.27	2	12.5
		Not sure	2	10			51	92.73	14	87.5
		Much	4	20	2	18.18				
		Very much								
	Total	20	100	11	100	55	100	16	100	
4	The college engaged in self assessment.	Not at all								
		Not very much	19	95	8	72.73	3	5.45		
		Not sure					17	30.91	3	18.75
		Much	1	5	3	27.27	35	63.64	12	75
		Very much							1	6.25
	Total	20	100	11	100	55	100	16	100	

As shown in Table- 16, both teachers and administrative staff were asked the extent to which the colleges have strong controlling and monitoring mechanisms. The majority of teachers and administrative staff in private colleges 14 (70%) and 8(72.73%) respectively responded “very much”. Significant number of teachers, 50(90%) in public colleges responded “not very much” and majority of administrative staff 13(78.75%) responded “much”.

Another question was asked about the extent to which the college makes open to them about the legal requirements and standards set by TVET commission. The majority of teachers in private and public colleges 14(70%) and 48 (87.27%) respectively responded "not very much", whereas the majority of administrative staff in both private and public colleges, 7(63.64%) and 13 (81.25%) respectively responded "not sure".

In addition to this, both types of respondents were also asked the extent to which colleges make public the field of study on which the colleges are pre- accredited, and accredited. The majority of teachers and administrative staff in private colleges, 14(70%) and 9(56.25%) respectively responded "not very much". In public colleges 51(92.73%) and 14(87.5%) respectively responded for not sure.

With regard to self-assessment, both teachers and administrative staff were asked the extent to which the college is usually engaged in self-assessment. The majority of teachers and administrative staff in private colleges 19(95%) and 8(72.73%) respectively, responded "not very much". In public colleges 35(63.64%) and 12(75%) respectively responded "much".

3.4.4 External Quality Audit in College of Teachers'

Various authorities stated that an external quality audit is successful, if colleges are initiated for self-assessments prior to external assessments. This is to say external quality audit is an extension of internal quality control (Craft 1992). Hence, one can ask, is the commission effective and efficient in carrying out external quality audit?

To find answer for this question, data related to the management of accreditation is, therefore, presented as follows

Table 17: Views on the Effectiveness of Management of Accreditation

No	Item	Responses	Teachers (N=20)		College mgt. (N=11)	
			No	%	No	%
1	The commission has the capacity, autonomy and the required expertise to carry out accreditation responsibilities.	S. Agree				
		Agree				
		Undecided	2	10	1	9.09
		Disagree	18	90	10	90.91
		S. Disagree				
		Total	20	100	11	100
2	Stakeholders have participated in the design of standards of accreditation	S. Agree				
		Agree				
		Undecided	7	35	1	9.09
		Disagree	13	65	10	90.91
		S. Disagree				
		Total	20	100	11	100
3	The college work in accordance with standards of accreditation	S. Agree				
		Agree			1	9.09
		Undecided	7	35	3	27.27
		Disagree	11	55	7	63.64
		S. Disagree	2	10		
		Total	20	100	11	100
4	The commission has taken legal measures against those not observing the standard of accreditation	S. Agree				
		Agree			1	9.09
		Undecided	7	35	9	81.82
		Disagree	11	55	1	9.08
		S. Disagree	2	10		
		Total	20	100	11	100

Table-16 indicates the management of accreditation in the region. In this table, both teachers and college managers were asked the extent of their agreement on the premise, "The commission has the capacity, autonomy and the required expertise to carryout accreditation responsibilities". For this, the majority of both types of respondents in private colleges 18(90%) and 10(90.91%) respectively responded "disagree". Supporting this, Ato Hailemariam stated that the commission is actually carrying out the responsibility stated in proclamation No -104/2005 article 31 and 54. He

further asserted that it is too vast and complex to carry out this responsibility with merely one department called Quality Assurance (see appendix -7).

Even though the responsibility of accreditation is vested in TTVET commission by proclamation No -104/2005 article 31 and 54, TREB is actually intervening in the role of the TVET Commission. For instance TREB has improved the minimum requirement to be considered for teacher trainees who have achieved Cumulative Grade Point (GPA) 2 while they were in the Teacher Training Institution (Please see appendix -5, page 2).

With regard to the expertise in the TTVET Commission, both management staff of TREB and TTVET commission stated that experts under the office of Quality Assurance have not the necessary expertise that enables them to carry out this responsibility. This is because they have never got on-the-job training on the one hand and their qualification is not relevant to the field on which they are working, on the other hand.

In addition both teachers and managers in private colleges were asked to see the level of their agreement in the item, "Stakeholders participated in the design of standards of accreditation". The majority of both respondents in private colleges 13(65%) and 10(90.9%) responded "disagree".

Both teachers and college managers were also asked the extent to their agreement for the premise, "colleges work in conformance to the standards of accreditation". The majority of respondents 11(55%) and 7(63.64%) respectively responded "disagree". Supporting this, the head of Quality Assurance of TTVET Commission stated that until 2005/06 supervision colleges were not observing the standards. After the supervision of 2005/06 most colleges did try to keep the standards.

Supporting this, majority of participants of FGD stated that some colleges registered students with the ambition to get pre-accreditation and/or accreditation. However, as they fail to fulfill the requirement, they are denied the pre accreditation. So, they covertly send students to other colleges, which have (pre) accreditation with keeping the courses

exempted. For example, Hashengea College of Shire campus has taken trainees from New Millennium. This is an instance of students' mobility from non- accredited to accredited colleges. Similarly some students of a college are requested 10+1 complete with the reason to get promotion in their work. However, the reason is false because they intend to register in other colleges to get advantage of exemptions. So, they have contingent learning that is, 1) if they succeed in both colleges they might get two diplomas (2) if they fail in one they might have success in the other. This shows that some colleges accept trainees without Official Student Copy.

In addition to this both teachers and college managers were asked to the premise, "The commission has taken legal measures for those who couldn't perform in accordance to the standard of accreditation". The majority of teachers 11(55%) responded for "disagree" whereas significant number of college managers 9(81.82%) responded "undecided". Ato Guesh stated that since 2005/06 their office has taken legal measures for those who could not operate in line with the standards of accreditation. For instance, Greenwich of Abiadi, Talent pick of Adigrat, Sheba Information Technology of Axum, Hashengea of Mekelle, and Hashengea of Maychew were closed (see appendix -5, page-6 please).

Lastly, qualitative data from participants of FGD indicates that some members of Supervisory committee of the TTVET Commission are shareholders in some colleges operating in Teacher Education in the region. Supporting this Ato Hailemariam said, "Yes, we were; I was a member of the committee and at the same time I had a share in the college of Hashenge". He further stated that still some decision makers are shareholders in some colleges which are actually operating in the region.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATIONS

4.1 SUMMARY

In the previous chapter data were presented, analyzed, interpreted to deal with the study entitled "The Practice of Teacher's Training Colleges with Reference to Accreditation." From the out set, the study was intended to answer the following basic questions:

1. Is there any mismatch between the set of standards of accreditation and the actual practice of those Teachers Colleges?
2. To what extent are the standards of accreditation in use appropriate to the unique features and policies of teacher education?
3. To what extent is the practice of accreditation tailored to solve the acute shortage of specialized teachers of primary schools in the region?
4. What mechanism is used by the responsible body to notify to the public about accredited and /or non-accredited insinuations and the specific program in those institutions?
5. What are the major constraints of the process of accreditation in the region?

To do this, a research was conducted using descriptive survey method. In the study, both qualitative and quantitative data were gathered using instruments such as questionnaire, interview, focus group discussion, and documentary analysis supported by observation. Using all the above input as an engine, data were presented, analyzed, interpreted and ultimately come up with valuable findings. These findings are summarized here under.

- **The Mismatch between the Standards and the Practice**

1. All private colleges have submitted project proposal whereas public colleges have not. In addition, all private and public colleges are clearly labeled and named.

2. In all the sample of private colleges, the objective of the institutions are actually stated in the project proposal plan only, but there is no statement of vision, mission and objectives of the colleges in permanent notification as in the public colleges.
3. All teachers and administrative staff in private colleges 20(100%) and 11(100%) respectively stated that private colleges have not the necessary sport field such as football, volleyball, basketball etc. within the campuses. Conversely both respondents in public colleges 48(87.27%) and 14(87.5%) respectively replied that public colleges have. This was assured in the observation that private college lacks the necessary sport fields within the campus.
4. All samples of private colleges under the study are actually operating in language, MBC and Social Science fields. The researcher couldn't get prepared workshops for the training, whereas in the sample of public colleges workshops are actually prepared, and to some extent the necessary equipment are fulfilled.
5. The majority of teachers and administrative staff in private colleges 18(90%) and 10(90.9%) respectively stated that selection is based on minimum grade point only, whereas significant number of teachers and college managers in public colleges, 45(81.82%) and 14(87.5%) respectively stated that selection is actually based on merits. Consequently, both teachers and college managers in public colleges 45(81.82%) and 14(87.5%) respectively replied that applicants were tested for physical qualities, personality traits, academic and other experiences.
6. Most of the sample of private colleges under the study, usually register students who have below National Examination grade point 2(two). This has been done, by distorting the regulation stated by TTVET commission

7. The Availability and Services of libraries:

7.1 All sample private and public colleges have libraries and have librarians too. However, the researcher found that there were no plans for librarians in both private and public colleges.

7.2 The majority of private college teachers and administrative staff 14 (70%) and 9(81.82%) respectively stated that libraries do not have the capacity to provide services. Similarly, both teachers and administrative staff in public colleges, 41(74.55%) and 11(68.75%) respectively responded that libraries do not have the capacity to provide service. In the observation time, in all samples private colleges under the study and Mekelle Colleges of Teachers', the libraries do not have the capacity to provide service for 25% of the trainees.

8. The majority of teachers and administrative staff in private college 16(80%) and 7(63.64%) respectively replied that fulltime teachers who have the necessary qualification required for the training were few in number. In public colleges this is not a problem. To maintain those teachers for longer time, agreement between teachers and the colleges were made in all samples of private and public colleges under the study. According the view of the participant of FGD, in some private colleges, however, there are documents of curriculum Vitae (CV) of some individuals who are not actually employed in the institution. This might be because; they want to act as if they fulfill the requirement for the availability of teachers.

9. Teachers in all sample private and public colleges prepared annual, weekly, and daily lesson plans.

10. The majority of participants of FGD stated that teachers from public colleges are part- time workers in private colleges. Most part- time teachers seriously teach in private colleges. Otherwise, they might lose the opportunity to work as part-timers. However, teachers in public colleges boycott classes because it

becomes difficult for them to carryout double responsibility within and out of the campuses.

11. Significant number of teachers and administrative staff in public colleges, 54(98%) and 16(100%) respectively assert that all teachers in public colleges were trained for higher diploma. Conversely, in private colleges no one teacher is trained for it so far. Moreover, teachers in public colleges are actually supported by successive training to upgrade their skills, while teachers in private colleges could not get this chance at all. In addition, teachers in private colleges were not at all engaged in research work with its relevance to students' learning. In public colleges, however, teachers have the chance to conduct research.
 12. The majority of teachers in private colleges 14 (70%) and their managers 9(81.82%) stated that practicum in private colleges might not be effectively implemented. The reasons according to the participants of FGD are: firstly, trainees in private colleges couldn't get chance as the trainees in public colleges are paid 180 birr per month. Secondly, private colleges are not ready to pay part-time for mentors for their supervisory services.
 13. The majority of both types of respondents in private colleges 12(60%) and 6(54.55%) respectively were not sure whether syllabuses of teacher education are actually prepared as per the standards of the Ministry of Education or not as it was not evaluated so far. For the same issue, in public colleges the majority of both types of respondents 32(58.18%) and 9(56.25%) respectively stated that it is prepared as per the standards of MoE.
- **The Standards versus the Unique Features of CTE**
1. The majority of teacher respondents, 14(70%) and significant number of college administrative staff in private colleges, 9(90.91%) stated that Standards of accreditation are not appropriate to the unique features of teacher education. It is because; the standards /criteria in which the region usually uses as parameter for

supervisory evaluation are general parameters that could not assess specialized requirements of teacher education on the one hand and the TESO on the other hand.

2. To further indicate whether input, output, and process is considered in the standards or not. After having classified the criteria devised by the commission the following findings are summarized:

2.1 Among the standards of accreditation, input standards account for 45(90%) in the 2005/06 standards and 49(90.74%) in the 2006/07 standards.

2.2 Process standards are 4(8%) in the 2005/06 standards and 4(7.14%) in the standards 2006/07.

2.3. Output standards/criteria account for 1 (2%) in 2005/06 and 1(1.85%) in 2006/7.

• **Whether Accreditation is Tailored to Solve Shortage of Teachers in the Primary Schools or not.**

1. The majority of teachers 14(70%) and significant number of administrative staff 9(81.82%) in private colleges respectively replied that the region's accreditation procedure could not take into account the acute shortage of teachers in the particular place. So, the number of trainees was merely decided on the colleges' capacity that are actually requested in the colleges' application letter submitted to the regions TTVET commission.
2. The majority of teachers and administrative staff in private colleges 12(60%) and 9(81.82%) respectively stated that the commission could not coordinate both private and public colleges in determining the number of trainees for specialized fields because it has not the mandate to coordinate public colleges. So that, the commission couldn't accommodate the number of trainees in the public colleges while deciding the number of trainees in private colleges.
3. The majority of teacher respondents and significant number of administrative staff in private colleges 11(55%) and 8(72.73%) respectively stated that the commission's

decisions on the number of trainees to be accredited in a certain place does not actually depend on the demand of the primary schools in that place.

- **The Presence of Some Mechanism to Notify about Accredited and /or Non-accredited Colleges**

1. The study indicates that there is no significance difference between the view of the teachers and administrative staff on the mechanism to which the commission usually used to notify the public about accredited and non- accredited teachers colleges in the region.
2. The majority of teachers and college managers stated that the commission usually makes public about accredited and /or non-accredited institutions and the specific programs using the board within the campus of the Office of TTNET commission. The two interviewees supported this and further stated that sometimes the commission uses directives to notify stakeholders.

- **The Major Constraints of the Management of Accreditation.**

1. The majority of teachers in private and public colleges 14(70%) and 48 (87.27%) respectively stated that colleges couldn't make open to stakeholders about the legal requirements and standards set by TVET commission.
2. The majority of teachers and administrative staff in private colleges 14(70%) and 9(56.25%) respectively stated that most private colleges could not notify the field of study on which the colleges are pre- accredited and accredited because this might help them to operate not conforming to the requirements.
3. The majority of teachers and administrative staff in private colleges 19(95%) and 8(72.73%) respectively, stated that private colleges couldn't be engaged in self-assessments. Conversely, the majority of teachers and administrative staff 35(63.64%) and 12(75%) stated that public colleges usually engaged in self-assessments.

4. The majority of both respondents in private colleges 13(65%) and 10(90.9%) respectively stated that stakeholders neither participated in the design of the standards of accreditation nor discussed in a draft of those standards for amendments. So, it lacks acceptance from stakeholders to keep those standards working.
5. The study indicates that until the supervision of 2005/06, colleges did not observe the standards. After that, most colleges have tried to observe the standards. This indicates that in those years, they were not working in accordance to the standards of accreditation. For instance:
 - 5.1 All sample private colleges usually register trainees who have below the National Examination grade point 2.
 - 5.2 So far in the region, trainees usually transfer from non- accredited to accredited colleges
 - 5.3 Some colleges permit transfer without Official Student Copy.
 - 5.4 Some sample colleges changes the mode of delivery themselves. For instance, Greenwich college of Humera campus is actually operating on an extension basis. However, the college is accredited to operate in a regular mode of delivery.
 - 5.5 In some colleges, minimum requirements such as for teachers, library, practicum, curriculum etc. were not being observed while the colleges were operating.
6. The commission is actually carrying out the responsibility by proclamation No 104/2005 article 31 and 54. The interviewee said that it is too vast and complex to carry out this responsibility with merely one department called Quality Assurance.
7. The study indicates that there is role conflict between TREB and TTVET Commission. This conflict arises from even without consulting the commission; TREB has improved the minimum requirement to consider for trainees who have achieved

Cumulative Grade Point (GPA) 2 while they were in the Teachers Training Institutions (TTI).

8. The majority of both types of respondents in private colleges 18 (90%) and 10(90.91%) respectively sated that the experts do not have the necessary expertise that enable them to carryout this responsibility. This is because they have never got on- the- job training so far, on the one hand, and their qualification is not relevant to the field on which they are working, on the other hand.
9. The responsible body was too late to take measures for those who did not conform to the standards of accreditation, even though; the responsible body has taken action since 2005/06. For instance Greenwich of Aby Adi campus, Talent pick of Adigrat Campus, Sheba Information Technology of Axum campus, Hashengea of Mekelle campus, and Hashengea of Maychew campus were forced to closedown.
10. The participants of FGD stated that some of the members of the supervisory committee are shareholders in some colleges and this was assured by the interviewee.

4.2 Conclusions

Taking into account the findings of the study, the following conclusions are made.

1. The practice of private colleges in the region was not policy based particularly with regard to the Teacher Education Systems Overhaul (TESO).
2. The teacher education in its peculiar nature requires assessing the teaching-learning process and the outcome of it. The researcher found that, the criteria includes neither process indicators such as some aspects of classroom interactions, active learning, continuous assessment, and student centered management, nor some indicators on the effectiveness of graduates in the primary schools. The criteria of accreditation, therefore, are an input based, not standardized and intended to assess all private colleges in general terms.
3. The choices of stakeholders for private teachers college were not objective. So that, the responsible body couldn't exert its maximum effort to protect the public against misinterpretation about non- accredited programs and institutions.
4. The management of accreditation did not strictly control and monitor the accreditation system in the region.
5. The accreditation of teacher colleges is actually lacking efficient and effective management system.
6. TREB is actually compromising some rules of higher education through reasoning with out consulting the TTVET Commission.
7. The accreditation practice was, therefore, not demand driven supported by research. It can be conclude; therefore, that the practice of accreditation is not tailored to solve the acute shortage of teachers for primary schools in the region.
8. There is mismatch between the criteria of assessment and the practice of both private and public teacher colleges in the region.

4.3 Recommendations

On the basis of the findings of the study and the conclusions drawn, the following recommendations are forwarded:

1. Private Colleges of teacher education should operate in line with TESO's requirements; otherwise their operation will be in conflict with TESO objectives.
2. The responsible body needs to design standards for some aspects of classroom interactions, active learning, continuous assessment, student-centered management, and the effectiveness of graduates in the primary school.
3. Stakeholders could not be regularly informed about accredited and non-accredited private teachers college. So, it is recommended that:
 - 3.1 The accreditation body should regularly use the Woreda Cultural and Information Desk Office so that the people at remote areas could get information about accredited and non-accredited colleges from their nearby office.
 - 3.2 The region's TVET commissions in collaboration with other regions under the coordination of Federal TVET Commission need to establish systems of website. This is because, the coordination could ensure better economic scale than to create website in individual basis. Besides not only can stakeholders easily be informed but this can also help the Region's TVET commission get important comments on the practice of the colleges of teachers' in the region.
4. The management of accreditation should first reach at consensus on how to observe the standards through creating forums with stockholders and should strictly control and monitor the accreditation system with teacher education colleges in the region.
5. The responsibility of accreditation need to be delegated to an independent agency (not with a single department in an office).

6. The accreditation for trade, place, and number of trainees should be demand driven. The practice of accreditation, therefore, could be tailored to solve acute shortage of specialized teachers of primary schools in the region.

7. As in the practice in other countries, one among the purpose of accreditation in higher education is to improve quality and relevance of education (Kozma, 2003). In fact, as the finding indicates, public colleges actually have better fulfilled inputs than the private colleges in the region, but this is not the whole story to the practice of accreditation. Rather, accreditation is an endless process concerned with assessing not only an input but also the process and output in Teacher Education colleges. Thus, It is recommended that the practice of accreditation should be implemented in both private and public colleges. To this effect, both private and public colleges should be treated equally by standards of accreditation and systems of Quality assurance. If public colleges are equally accredited, the process and output of Teacher Education could be efficient to achieve the objectives of TESO.

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Apenddix-1

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE PROGRAM
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

DOCUMENTARY CHECKLIST

Source of the Checklist:

This checklist is prepared by Tigray Technical and Vocational Education and Training Commission mainly based on the regulations of the Ministry of Education and the Federal Government is aimed at assessing the accreditation system of the region supported by site observation.

Note:

The researcher would put mark "✓" for the fulfilled requirements and mark "x" for unfulfilled requirements

Criteria	Item	Assurance		Remark		
		√	X	Input	process	Out put
1	The institutions has three years project proposal (submitted ,not submitted)			√		
2	The colleges' names were clearly (stated ,not stated)			√		
3	Teaches have annual, weekly and daily lesson plans for the course they teach (prepared, not prepared)			√		
4	Objectives of the college is clear (defined, not defined)			√		
5	Financial status of the collage were clearly(stated, not stated)			√		
6	Availability of qualified teachers (adequate, inadequate)			√		
7	Competent and supporting staff are (available, not available)			√		
8	Admission of students was (completed, not completed)			√		
9	Minimum selection criteria (documented, not document)			√		
10	Strategic plan of the program(documented, not documented)			√		
11	Classrooms well (prepared, not prepared)			√		
12	Classrooms with necessary materials are (fulfiled, not fulfilled)			√		
13	Workshops for practical work were(prepared, not prepared)			√		
14	Workshops were for practical training (convenient ,not convenient)			√		
15	Libraries were prepared for training (conveniently ,not conveniently)			√		
16	The library is with quality and various types of books (Supplied, not supplied)			√		
17	Materials and equipments were for ownership symbol on it (Marked, not marked)			√		
18	Renewed (revised) investment/trade license (submitted, not submitted)			√		
19	Yearly taxation payment slip (submitted, not submitted)			√		
20	Payment slip for pre accreditation birr 3000 (Submitted, not			√		

	submitted)					
21	Payments slip for accreditation birr 2000 (Submitted, not submitted)			√		
22	Payment slip for pre accreditation birr 2000 (Submitted, not submitted)			√		
23	Payment slip for per accreditation birr 2000 (Submitted, not submitted)			√		
24	5 (five) years house rent agreement in a legally recognized offices for those who operate on house rent (Submitted, not submitted)			√		
25	Legal agreement with fulltime, contract and par time teachers and other staff members (Submitted, not submitted)			√		
26	Income tax payment sleep from teachers and other staff members were (Submitted, not submitted)			√		
27	License for pre accreditation and re accreditation are notified in the place where all stakeholders conveniently read it (Notified , not notified)			√		
28	The training is provided as per the curriculum designed by ministry of education (provided, not provided)				√	
29	Course which have not curriculum guide were prepared on the basis of the standards of MoE and assured by the TTVET commission (assured√, not assured x)			√		
30	Apprentices were in the field (yes √ , No x)				√	
31	Availability of apparent ship plan (available √, not available x)			√		
32	Assignment of full-time vocational councilor for apparent ship (assigned √ ,not assigned x)			√		
33	The colleges keeps the license got from the accreditation body and number of trainees permitted to train in the place where accreditation is provided (Provided √ not provided)				√	
34	Yearly plan to be executed by dean /vice dean were (available √ not available x)			√		
35	Yearly plan to be executed by			√		

	administrative and finance officer (available √ not available)					
36	Yearly plan to be executed by department heads (available √ not available)			√		
37	Fulltime registration officer (assigned √, not assigned x) yearly plan to be executed by registrar office (available √ not available)			√		
38	Fulltime librarian were (assigned √, not assigned) fulltime vice librarian were (assigned √, not assigned) yearly plan to be executed by librarians were (prepared √ not prepared)			√		
				√		
				√		
39	Various clubs were (organized √, not organized) yearly plan to be executed by clubs were (prepared √, not prepared)			√		
				√		
40	Various committee were (organized √, not organized) - yearly plan to be executed by committees were (prepared, not prepared)			√		
				√		
41	Self assessment program usually held with in the campus. (usually held, not usually held) Evaluation criteria and feedback from it were (documented, not documented)				√	
					√	
42	Student council were (organized, not organized) yearly plan to be executed by student council were (available √ not available x)			√		
				√		
43	Monthly report on student progress was (submitted √ not submitted)			√		√

Appendix-2

ADDIS ABEBA UNIVERSITY

SCHOOL OF OGRADUATE PROGRAM

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

(Questionnaire to be filled by Teachers and College Manager)

Objectives of the Questionnaire

The questionnaire is aimed at collecting data from teachers for the study entitled as "The Practice of Teacher Training Colleges with Reference to Accreditation in Tigray region". Thus, you are requested to examine each question carefully and respond freely for what you feel appropriate. Finally, I would like to thank you for your cooperation.

Directions

1. You don't need to write your names.
2. Mark "✓" on the boxes to indicate your response.
3. Fill your opinion in the blanks.

Part I. General information about respondents

1. Sex a. Male b. Female

2. Age 16-20

21-25

26-30

31-35

36 and above

3. Work Experience

1_5

6_10

11_15

16 and above

3. Specialization Major _____

Minor _____

Part II. General Requirements of Colleges of Teacher Education

1. The extent to which the college is free from noise, busy traffic, and communicable diseases.

- a) not at all b) not very much c)not sure d)much d)very much

2. The type of ownership a) private b) governmental

3. The extent to which the college campus fulfills the required sport fields such as football, volleyball, and basketball.

- a) not at all b) not very much c)not sure d)much e)very much

4. If you have opinion regarding Q4 _____

5. The extent to which the college's classrooms are conveniently prepared for service.

- a) not at all b) not very much c)not sure d)much e)very much

6. The extent to which the college is using educational laboratories

- a)not at all b) not very much c) not sure d)much e)very much

7. You are kindly requested to mark on 'yes 'if the services available and mark on 'No' if not available.

No	Item	Yes	No
1	Student lounge		
2	Teachers lounge		
3	College health center		
4	Telephone service		
6	(if an other)		

Part III. Selection, Admission, and Registration

1. Among the following systems of selection of trainees which do you think that your college conforms to during selection of trainees?

- (a) Based on minimum grade point of admission only Yes No
- (b) favoring disadvantaged students Yes No
- (c) randomly Yes No
- (d) On the bases of merits Yes No

Part IV. The Libraries in the Colleges of Teacher Education

1=not at all 2=not very much 3= not sure 4= much 5=very much

No	Item	1	2	3	4	5
1	Relevant reading materials are sufficiently available.					
2	It has the capacity to serve for large number of trainees.					
3	It is well organized. So that it is easy to access.					
4	The library is open for service.					
5	Book loan policy is applied for trainees and staff.					
6	The college supplies update and relevant books.					

If you have additional opinion _____

Part V. Teachers and the Interaction in the Classroom

1. The availability of an adequate number of teachers who have the necessary qualification required for the Training

- a) not at all b) few c) moderate d) high e)very high

2. The extent to which teachers exert their maximum effort so as to implant the necessary knowledge and skill required for training.

- a) not at all b) not very much c)not sure d)much e)very much

3. The extent to which students work hard in their learning

- a) not at all b) not very much c)not sure d)much e)very much

Part VI. Research and Development in Colleges of Teachers'

1. Have you been trained for higher diploma so far a) Yes b) No

2. The extent to which you are supported with supervision, trainings and research. Mark on the table please?

1=not at all 2=not very much 3= not sure 4= much 5=very much

No	Item	1	2	3	4	5
1	The extent to which you are supported to up grade your skills through successive on the job training with in and out of your colleges.					
2	Extent to which you are supported by college- based supervisions					
3	The extent to which you are engaged in research works with relevance to students' learning					
4	The extent to which the supervisory support successive trainings and research findings help in improving students learning.					

3. The extent to which the college is engaged with practicum program.

Please mark your responses on the table below.

1=strongly agree 2=agree 3=undecided 4=disagree 5=strongly disagree

No	Item	1	2	3	4	5
1	Practicum program helps students to apply what they have learnt in the college into practice					
2	Practicum program could be an opportunity to teacher educators visit primary schools while supervising apprentice.					
3	Apprentices are usually assigned to classes according the subject they tend to specialize.					
4	practicum program is successfully implemented					

Part VII. Curriculum in Colleges of Teacher Education

No	Items	1	2	3	4	5
1	The extent to which the curriculum of Teachers Education is relevant to the primary schools					
2	The syllabuses of teachers education are actually prepared as per the standards of the Ministry of Education					
3	The extent to which the curriculum were developed in a way that promotes active learning and continuous assessments					
4	The curriculum keeps an appropriate mix among subject mastery, project work and practicum program.					

If you have additional information regarding curriculum _____

Part X. Data Related to Quality Audit and Accreditation

6.1 Internal quality Audit

1=not at all 2= not very much 3= not sure 5=much 4=very much

No	Item	1	2	3	4	5
1	Do you think the college has strong controlling and monitoring mechanisms?					
2	Does the college make open to you about the legal requirements and standards set by TVET commission?					
3	Does your college make public the field of study on which the college is pre accredited and accredited?					
4	To what extent does your colleges arranged a condition on which you are participated in the planning and implementation of quality assurance systems?					
5	To what extent does the college have continuously engaged in self- assessment (in internal quality audit)?					

If you have additional opinion regarding quality audit and the management of accreditation _____

6.2 External Quality Audit

6.2.1 Standards of Accreditation

1=S. agree 2=agree 3=undecided 4=disagree 5= S. disagree

No	Item	1	2	3	4	5
1	Standards of accreditation are feasible to the unique features of colleges teacher education					
2	Standards were designed on the basis of Teacher Education Systems Overhaul.					
3	Standards are mature that have the capacity to asses most activities					
4	The standards take into account the appropriate mix among input, process and expected out come					

6.2.2 Items on Accreditation Tailored to Demand

1=s. agree 2=agree 3=undecided 4=agree 5=s. disagree

		1	2	3	4	5
1	The commission has the capacity and the required expertise to carry out accreditation responsibility					
2	Stakeholders were participated in the design of standards of accreditation					
3	To what extent are the practice of the college in line to the requirement of the accrediting body					
4	Colleges become autonomous when thy are managed by TVET commission					
5	The commission has taken legal measures for those couldn't perform in conformance to the standards					

62.3 Effectiveness of the External Quality Audit

1=s. agree 2=agree 3=undecided 4=agree 5=s. disagree

No	Items	1	2	3	4	5
1	Stakeholders have participated in the design of standards of accreditation?					
2	To what extent are the practices of the colleges in line to the requirements of the accrediting body?					
3	The commission has the capacity, autonomy and the required expertise to carry out accreditation responsibility.					
4	The commission has taken legal measures for those which could not perform in conformance to the standards.					

Part XI. Information provided to the Public

1. The means by which the regional TVET Commission make public about pre/ accredited and/or accredited programs and /or college. Mark your responses please?

No	Item	Responses
1	Voice of Weyane (Radio station)	
2	Mekalih Tigray	
3	notice board	
4	directives to Offices	
5	(if any other)	

2. The extent to which you and the community at large are informed regularly about the accredited and pre accredited programs and /or institutions by the TEVT Commission.

a) not at all b) not very much c)not sure d)much e)very much

3. Have you ever encountered institutions distorting information and as a result act as if their program or institutions are pre accredited or accredited

a) not at all b) not very much c)not sure d)much e)very much

4. In Q 3, If your response is "d" or "e" what do you think are the consequences?

What measures do you think should be taken? _____

5. If you have any other information that is not covered so far _____

Appendix 3
ADDIS ABEBA UNIVERSITY
SCHOOL OF GRADUATE PROGRAM
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
INTERVIEW QUESTIONS

Firstly, I would like to thank for your cooperation. Following this, let me introduce myself. I am Ato Mulugeta Hadis, perspective graduate for Master Degree in the Department of Educational Planning and Management.

Objectives of the interview

The main objective of the interview is to collect data from you for the study entitled "The Practice of Teachers Training Colleges with reference to Accreditation in Tigray region". Since the research might ultimately result in the improvement of the accreditation of Teachers' Education in the region, you are requested to provide information freely.

1. How do you examine the flourishing expansion of Private and Public Teacher Training Colleges in the region to day? What views do you have on the expansion of those colleges in the region?

2. Do you think this expansion is supported by systematic and well organized infrastructures?

- | | | | | |
|------------------------------|-----|--------------------------|----|--------------------------|
| • policies, | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| • procedures, | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| • rules and regulations | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| • standards of accreditation | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

3. Do the standards of accreditation for Teacher Education depend on the policies of Teacher Education Systems Overhaul?

4. Do you think college of teacher Education fulfills the requirements of the accreditation body?

- Availability of teachers
- Availability of library
- Classrooms
- Sport fields
- Laboratories and/or work shops

5. Do you think the requirements of TESO actually work in pre-service program in colleges of teachers' in the region?

- Training for higher Diploma
- Selection on basis of merits
- Practicum program
- Curriculum
- (add if any other)

6. Do you mind stakeholders participated in the design of standards of accreditation (consider your participation) or participated in a discussion on a proposal draft of standards?

7. Do you think the standards for /pre/ accreditation of Colleges of Teacher Education are:

- Feasible to the unique situation of the region? Yes No

- Feasible to the unique features of Teacher Education Yes No
- Acceptable by all stakeholders? Yes No
- Sound and have the capacity to asses Yes No

8. To what extent are the knowledge and expertise level of the responsible body that have the mandate to accredit?

- Individual expertise
- Competence of the quality Circle
- The composition of the quality circle.

9. What is the difference between college ownership and the responsibility of accreditation in the region.

Some decision makers are shareholders of colleges Yes No

Members of quality circle are share holders? Yes No

Some Owners directly or indirectly captured the systems? Yes No

10 Do you think that both private and public colleges are autonomous when they are (pre) accredited by TEVET Commission who are part of the governmental structure?

11 Some colleges could not respect the standards set by the responsible body, for instance

- Accept student transfer without official transcript Yes No
- Students transfer from non accredited to accredited Yes No
- Registration with no minimum requirements Yes No
- Change themselves the mode of delivery Yes No

12 What are the major problems in the accreditation process of the region?

What do you think the solution then?

Appendix- 4

ADDIS ABEBA UNIVERSITY
SCHOOL OF GRADUATE PROGRAM
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Focused Group Discussion Questions

Objectives of the Focused Group Discussion

The main objective of this discussion is to collect data from the participants for the thesis entitled "The Practice of Teacher Training Colleges with Reference to Accreditation in Tigray Region" as partial fulfillment to Master of Art in Educational Planning and Management. Since the research might have resulted in the improvement of the accreditation of Teacher Education in the region, you are requested to participate freely in the discussion

Thanks!

1. How do you examine the flourishing expansion of Private and Public Teacher Training Colleges in the region to day? What views do you have on the expansion of those colleges in the region?
2. Do the standards of accreditation for Teacher Education depend on the policies of Teacher Education Systems Overhaul?
 - Standardized curriculum content
 - Continuous assessments
 - Years of completion.
 - Standardized student selection
 - Training for higher Diploma
 - Practicum program
3. Do you think college of teacher education fulfills the requirements of the accreditation body?
 - Availability of teachers
 - Availability of library
 - Classrooms
 - Sport fields
 - Laboratories and/or work shops
4. Do you mind stakeholders participated in the design of standards of accreditation (consider your participation) or participated in a discussion on a proposal draft of standards?
5. Do you think the expectation of accredited body the same when an institutions and/or program are in pre-accreditation and accreditation stage?
6. To what extent are the knowledge and expertise level of the responsible body that have the mandate to accredit?
 - expertise
 - Capacity
 - Autonomy

7. What is the difference between college ownership and the responsibility of accreditation in the region?

- Some decision makers are shareholders of colleges
- Some members of quality circle are share holders
- Some owners directly or indirectly captured the systems

8. If your response for Q No 9 is yes, do you think all decisions were fair?

9. Do you think that both private and public colleges are autonomous when they are (pre) accredited by TEVET Commission who are part of the governmental structure?

10. some colleges could not respect the standards set by the responsible body

For instance:

- Accept student transfer without official transcript Students
- Transfer from non accredited to accredited
- Registration with no minimum requirements
- Change them the mode of delivery
- Could not make public about accredited
- (Add if any other)

11. If your response for Q 11 is "yes" what corrective measures were you taken?

12. Do you think t the commission coordinate both public and private colleges in the region?

13. What are the major problems in the accreditation process of the region?

What do you think the solution then?

**Appendix 5:
Directives Related to Practice of
Accreditation**

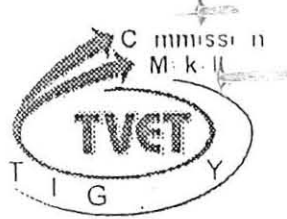
Appendix-4, page-4

ኮሚሽን ትምህርትን ስልጠናን ቴክኒክን ሙያን ትግራይ

Technical and Vocational Education & Training /TVET/ Commission ,Tigray

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ሙያ ለ Mekelle, ኢትዮጵያ

Appendix-5, page 1



ቁጥር ት/03/13-35/58/35
ዕለት 10/01/1998ዓ.ም

ናብ _____ ወልቀ ቴክ/ሙያን መሰልጠኒ ማእከል/ኮሌጅ

ዋኒኑ; መምህራን መመልመሊ ረቋሪ ምልክት

አብ 1998ዓም አብ ቴክኒክን ሙያን መሰልጠኒ ማእከላት አብ 10+1 10+2 10+3 አትዩም ከስልጥኑ ዝደልዩ መናእሰይ 3ተ ነፅ ዝሓዘ መምህራን መመልመሊ ረቋሪ ምስ እዙይ አተሓሕዝና እንዳለክኸና ከይዲ ምልመላ ቡድ መምህራን መስረት ንክፍፀም ነተሓሳስብ::

ቅዳሕ;
ንቢሮ ዓቅሚ ሀንፀት ክልል ትግራይ
ንኮሚሽን ትሰጅሙ
ንመምህራን _____
ሙያ ለ

ምስ ስላምታ
ቢሮን መለስ
ምክትል ቢሮ ሓሳራ
Berhane Melles
Vice Bureau Head

ክፍሊ
የገዛው.. የምላራ
ናገሮ ሐሰት
ህክምና ማዕከል (ገብ)
ሰጠው ሰውነት
መሥሪያ ቤቅ
K

ኮሚሽን ትምህርትን ስልጠናን ቴክኒክን ሙያን
ክልል ትግራይ

አብ 1998 ዓ/ም አብ ቴክኒክን ሙያን መሰልጠኒ

ማእከላት / ኮሌጃት አትዮም ንዝስልጥኑ ሰልጠንቲ

መመልመሊ ረቋሒ ዝተዳለወ መምርሒ
/Final/

መምርሒ ምርጫ ፅሑፍን ስፕሮሽንን
ኅሐሰ/1997ዓም
መቐለ

Appendix-3, page 1

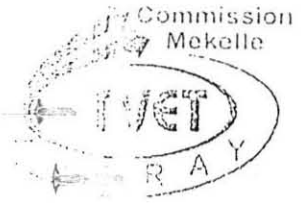
ከ-10/ ከ-10+2 ና-10 10+3 ዝሓልፉ ስልጠን፡፡

1. አብ ውሽጢ መሰልጠኒ ማእኸልኩም ይኹን ከብ ካልአት አፍልጦ ዘለዎን መሰልጠኒ ማእኸላት ብ10+2 ቴክኒክን ሙያን ስልጠና ንሮግራም ስልጠናም ናይ ማእኸላይ ባዓል ሙያ ናይ ምስክር ወረቓት II ዝረኽቡን ን10+3 ምቕጻል ዝደልዩ ብ10+2 ስልጠና ንሮግራም ብኹሉ ዓይነት ስልጠና/ትምህርቲ ዝሓለፉ/50%ን ንላዕሊ ዝረኽቡ/ ናይ ክልተ ዓመት ዕጂቕ ውፅኢት 75% ነጥብን ንላዕሊን ዘለዎም ስልጠን፡፡

ዘሎ ቦታ ክሳብ ዝመልእ እቲ ኮሌጅ መእተዊ ፈተና ብምሃብ ብዝረኽቡዎ ውፅኢት መሰረት ብቅደም ሰዓብ አወዳዲርካ ቡቲ ዝሰልጠንሉ ዓይነት ሙያ ከ-10+3 ስልጠና ንሮግራም ክቅፅሉ ዝክእሉ ኮይኖም ናይ 10^ኛ ክፍሊ ሃገራዊ ፈተና ውፅኢቶም እንተነኣሰ ደቂ ተባዕትዩ 1.8 ደቂ አንስትዩ 1.6 ዘምፅኡ ምኻኖም ምርግጋፅ

2. ብ10+2 ቴክኒክን ሙያን ስልጠና ንሮግራም ዝሰልጠኑ ናይ ማእኸላይ ባዓል ሙያ ናይ ምስክር ወረቓት ብርኪ II ዝረኽቡን ናብ ስራሕ ምስተዋፈሩ እንተነኣሰ ቡቲ ቅድም ክብል ዝሰልጠንሉ ሙያ ክልተ ዓመት ዝስርሑ ምኻኖም ዝገልፅ ሕጋዊ ድጋፍ ደብዳቤ (Letter of recommendation) ዘቅረቡን 10^ኛ ክፍሊ ሃገራዊ ፈተና ውፅኢቶም 2.0 ዘለዎም ቅድም ክብል ከ-10+2 ናይ ቴክኒክን ሙያን ስልጠና ንሮግራም ብዝሰልጠንሉ ሙያ ብ10+3 ስልጠና ንሮግራም አትዮም ክስልጥኑ ይኸእሉ እዮም፡፡

ኮሚሽን ትምህርትን ስልጠናን ቴክኒክን ሙያን ክልል ትግራይ
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መኖሪያ Mekelle, አ.ት.ጌ.ጸ.ያ Ethiopia

ቁጥር Ref.No. 403/13-574/15/21

ቀን Date: 05/03/2019

ናብ

ገ/መስልጠኒ ማእከል

ዋናው ስልጠናቱ ዘቅርብዎ መረዳኝታ ትምህርቱ ጥንቃቄ ምግባር
ይምልከት::

ቢሮ ትምህርቱ ክልል ትግራይ ናብ ኮሌጃት ይኸን መስልጠኒ ማእከላት ኑቲ ደረጃ መላካዎ ውዕኢት ሃገራዊ ነጥቢ/ፊተና 10ይ ወይ 12ተ ክፍሊ ዘይመልከኩም ፎርጅጅ /Forged/ ሰርቲፊኬት እንዳሰርሑ ናብ ፕሪፖራቶሪ ይኸን ኮሌጃት ይምዘገቡ ምህላዎም ስለዝተበዕሑ ከምዚ ዝበለ ናይ ምጭብርባር ሰራሕቲ ብሕገ ክእረዎ ስለዝገቡኦ ኮሌጃት ዝተቐበልኩምዎም ይኸን ንቅድሚት ትቅብራዎም ስልጠናቱ ዘቅርብዎ መረዳኝታ ትምህርቱ ትክክለኛነቱ እንዳተረጎገዎ ንክትቅበሉ ኣተሓሳስቡና'ሎ:: ስለዚ ደ እዚ ንምዕራሕ ዘሕገዝ ኣብ ቢሮ ትምህርቱ ክልል ትግራይ መምርሒ መረጋገፍ ብቅዓትን ትምህርትን ምዘናን ናይ ተፈተንቲ ዝርዝርን ዘምዕኻዎ ውዕኢት ፊተና /Check list/ ስለዝርከብ ምግባሪ ከምዘካላ እንዳዘኻኸርና ብዝተጭበርበረ መረዳኝታ ትምህርቱ ስልጠናቱ ተጭብልኻ ስልጠና ምግብ ዘሕትት ምኻኑ ብምትሕስሳብ'ዩ::

ቅዳሕ

ንቢሮ ትምህርቱ ክልል ትግራይ
 ንኮሚሽን ትሰቲሙ
 ንመምርሒ ምርጋጋዕ ዕሬትን/ሱፐር

ይግ. ገ/መስልጠኒ
 ገ/መስልጠኒ
 ኮሚሽን

ግድፍ ስም

ኮሚሽን ትምህርት ስልጠና ቴክኒክን ሙያ ትግራይ
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 Fax: 04-40-20-86
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 መቐለ Mekelle, ኢትዮጵያ

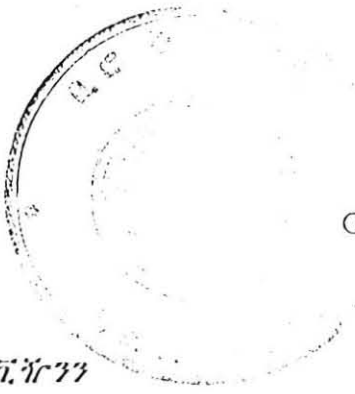
Appendix 5, page 5

ቁ. ዕ. ሪ. 403/13-200/58/35
 ዕ. ሰ. ት. 16-5-99

ንክሴ ገጽጣክ ማክከፊ ንምጋጋጃ ርክቆን ሓይማኖት
 ሓይማኖት

ዛዕባ :- መብርሂ ክፍሊት ምርግጋዕ ፍቓድ ብርኪ ብቕጻት ምሃብ ይምልከት

ዝተፈላለዩ ውልቀን ዘይመንግስታውን ተቋማት ትሱቴሙ/TVET ብዛዕባ ንፍቓድ ብርኪ ብቕጻት ዝኸፈል ክፍሊት መብርሂ ካብ ኮሚሽን ትሱቴሙ /TVET ክልል ትግራይ ንኸወሃቦም/ ንኸወሃቡኩም ኣብ ምሕታት ትርክቡ። በዚ መሰረት ክፍሊት ምርግጋዕ ፍቓድ ብርኪ ብቕጻት ብመሰረት መምርሒ « የቴክኒክና ሙያ ትምህርትና ሥልጠና የተቋማት የደረጃ ብቃት ማረጋገጫ የቅድመ ዕውቅና እና የዕውቅና ኣሰጣጥ መመሪያ፣ ሚያዝያ 1996 ዓ/ም » ኣብ ክፍሊ ዓሰርተ ዓንቀፅ 43 ገፅ 75 — 76 ዘሎ መሰረት ዝኸፈል ምዃኑ እናገለፅና ፤ ብሕድሕድ ካምፓስ ስፍራ ትምህርቲ፣ ማእኸል ትምህርቲ ርክቆን ኣገባብ ኣወሃህባ ስልጠና (mode of delivery) ንዝተገበረ ምርግጋዕ ፍቓድ ብርኪ ብቕጻት ነኪበይኑ ዝኸፈል ምዃኑ ንገልፅ።



ምስ ሰገምታ
 ገ/ሚኒስትር ግህጽ (ዶ/ር)
 Gebremichael Woldeabret Bahata (Ph.D)
 Commissioner TVET

- ቅዳሕ /
- ንቢሮ ትምህርቲ ክልል ትግራይ
 - ንኮሚሽን ትሱቴሙ ክልል ትግራይ
 - ንመምርሒ ምርግጋዕ ዕሬትን ሱፐርቪዥንን
- መቐለ

ኮሚሽን ትምህርት ስልጠና ቴክኒክን ሙያ ትግራይ

Technical and Vocational Education & Training
Tigray TVET Commission Mekelle



Tel.: 034-40-20-85

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P.O. Box 19

መኖሪያ ስፔሻል ስልጠና ስራ ጽ/ቤት

Appendix 5 - page 6

ዕለት _____

በመሰረት ኣብ 1998 ዓ/ም ዝተካየደ ውዕኢት ሱፐር-ቮዥን ኣብ መጀመርታ
1999 ዓም ክሰብ 2000 ዓ/ም መወዳእታ ስልጠና ንክይህባ ዝተኣገዳ ዝርዝር
ክሌጃትን ዝተኣገዳ ሎም ዓይነት ሞያታትን

ስም ውልቀ ተቋም (ካምፓስ)	ዝርከበሉ ክተማ	ኣብ መጀመርታ 1999-2000ዓ/ም መወዳእታ ዝተኣገዱ ዓይነት ሞያታት/ ስልጠናታት	ዝተኣገደ ሞያይነት ፕሮግራም
ግሪንዊች ካምፓስ መኖሪያ	መኖሪያ	.ስክራታሪያል ሳይንስ/SSOM	.ብዲፕሎማን .በሰርትፊኬትን ፕሮግራም
ግሪንዊች ካምፓስ ዓ.ብዩ.ዓ.ዲ.	ዓ.ብዩ.ዓ.ዲ.	ሞያ መምህርነት .ቋንቋ .ስ/ሳይንስ .ሐ.ሳብ(MBC)	.ብዲፕሎማን .በሰርትፊኬትን ፕሮግራም ስልጠና ንክይህብ እቲ ካምፓስ ጠቐሊሉ ተግዕዩ
ኒ.ው. ሚ.ሊ.ንዩም ካምፓስ መኖሪያ	መኖሪያ	ፕሮፑሊንግን ሳፕላይስን ማኔጅመንት	.ብዲፕሎማን .በሰርትፊኬትን ፕሮግራም
ኒ.ው. ሚ.ሊ.ንዩም ካምፓስ ሽራ-እንዳስላሰ	ሽራ-እንዳስላሰ	.ኢንፎርመሽን ቴክኖሎጂ .ኣካውንቲንግ .ቀዳማይ ሳይክል ሞያ መምህርነት	.ብዲፕሎማን .በሰርትፊኬትን ፕሮግራም
ታላንት ፒክ ካምፓስ ዓዲግራት	ዓዲግራት	ሞያ መምህርነት . ቋንቋ . ስ/ሳይንስ .ሐ.ሳብን(MBC) .ኢንፎርመሽን ቴክኖሎጂ .ፕሮፑሊንግን ሳፕላይስን ማኔጅመንት	.ብዲፕሎማን .በሰርትፊኬትን ፕሮግራም



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☒ 1367

ፌዴራላዊ ዲሞክራሲያዊ ሪፑብሊክ
የትምህርት ሚኒስቴር
Federal Democratic Republic of Ethiopia
Ministry of Education

ቁጥር
Ref. No. 13/1-5159/8297/35
ቀን
Date 05-02-07

Appendix-5 (P-5)

አዲስ አበባ
ADDIS ABABA

Abramo Kiros
Director, Tigray Regional Education Bureau
Addis Ababa

Higher Diploma Programme

In writing this letter to remind you of the requirement for all Teacher Educators to undertake and complete the Higher Diploma Programme (HDP) and to request your support in ensuring this.

In order to ensure that all Teacher Education, from Universities and satellite TEIs (including private TEIs), can successfully complete the programme, TEIs should be provided adequate budget to furnish, equip and facilitate HDP successfully and efficiently. It is therefore requested that you are responsive to and cooperative in regarding TEI's budget requests, in relation to PP1, Teacher Education, HDP and any TEI requests for REB support.

HDP is a compulsory element of the TESO programme intended to improve the quality of education in Ethiopia. So far, over 2000 Teacher Educators have successfully completed the HDP nationwide. All Teacher Educators who pass the HDP must be certified accordingly, in order to be employed as teacher educators and to continue in their profession.

The full cooperation of Regional Educational Bordeaux is highly instrumental in the success of this programme. It is hoped that you will be interested in the HDP and able to establish and maintain contact and communication with those running and responsible for the HDP in your regional TEIs. This may involve REB representation at HDP workshops and meetings, as well as general interest in and support for the financial requirements of the HDP.

Your cooperation and commitment are much appreciated in this matter.

Yours sincerely,

Yesmina Mulat Gefawossen
Director, Educational Programmes and Teacher Education Department
Education Programmes and Teacher Education and Training Department
Ministry of Education
Abiadi College of Teacher Education
Abiadi
Adwa College of Teacher Education
Adwa
Mekele College of Teacher Education
Mekele



Handwritten signatures and notes on the right side of the page, including a large signature and the number 66799.

መልስ ሲጻፉ ለደብዳቤው የቁጥር ይጠቀሱ
In replying, please quote our Ref. No.

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Handwritten number 6695 at the bottom center.

Appendix 6: Legal framework

**Proclamation 104 / 2005 the responsibility of
accreditation vested in TTNET**

**Appendix 7:
Organizational Structure**

ቶካላዋ መሳውር ኮሚሽን ትምህርትን ስልጠናን ቱክንክን መደብ (TVET)



አተሳባብ ግልጋሎት
ቱክንክ

ግልጋሎት ምምሕዳርን
ፋይናንስን



መምርሒ ትልሚ ስልጠናን
ምምሕያዥ ሲቪል ስርዓትን

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DECLARATION

I here by declare that this thesis is my original work and that all sources of information used for the thesis have been fully acknowledged.

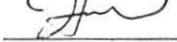
Name: Mulugeta Hadis

Signature: 

Date: July 20, 2007

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

Name: Haileselassie Woldegerima (Asst. Prof.)

Signature: 

Date: July 20, 2007

Addis Ababa University

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