

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES



ASSESSMENT OF ACCREDITATION PRACTICE AS THE PROCESS
OF MAINTAINING STANDARDS: THE CASE OF
NON-PUBLIC TVET COLLEGES IN ADDIS ABABA
CITY ADMINISTRATION

BY:

NIGIST MELAKU

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
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BY
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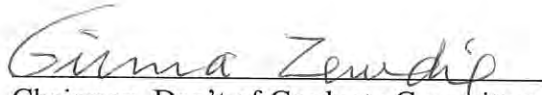
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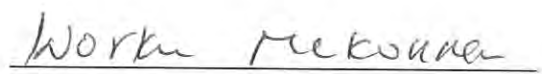
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LIST OF ABBREVIATIONS AND ACRONYMS

AAEB:	Addis Ababa Education Bureau
APACC:	The Asia Pacific Accreditation and Certification Commission
CNA:	National Council of Accreditation
ECA:	European Consortium for Accreditation
ECBP:	Engineering Capacity Building Programme
ESAA:	Education Statistics Annual Abstract
ETQF:	Ethiopian TVET Qualification Framework
GPATVETI:	Guidelines for Pre-Accreditation and Accreditation of Technical and Vocational Education and Training Institutions
MoE:	Ministry Of Education
MQA:	Mauritius Qualification Authority
RTO:	Registered Training Organization
TESDA:	Technical Education Skill Development Authority
TVET:	Technical and Vocational Education and Training
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UTPRAS:	Unified TVET Programme Registration and Accreditation System

ABSTRACT

The purpose of this study was to undertake the Assessment of Accreditation Practice in the Process of Maintaining Standards: The Case of Non Public TVET Colleges in Addis Ababa City Administration Offering Business Trades. In the course of this study, a total of 194 sample respondents— experts from Addis Ababa Education Bureau TVET Branch who accredits TVET colleges in Addis Ababa City Administration, internal (local manager) and external (foreigners) TVET Reform Coordinators who have direct contact on TVET reform in general and the programme implementers- Teachers/Trainers and Management and Administrative Staffs in the colleges — were taken from the three types of target groups. In this process, the sample colleges were selected randomly and availability sampling technique was used for the respondents of the programme implementers. In the data collection, interviews were conducted with the accrediting bodies and TVET reform coordinators while questionnaire was used for programme implementers. Besides, document analysis and observation checklist were utilized. All the instruments were piloted and necessary changes were made. Different statistical tools such as percentage, mean, average mean, and t-test were used to analyze the data. Accordingly, the following findings were obtained: 51.3% of the teaching staff were part-time employee while the guideline demands 70% permanent employee; 60.9% of the teachers did not have pedagogical training even if the guideline and different international experiences recommend it; 71.3% of the trainers did not have industry or service giving, i.e., world of work experience although the guideline demands one year; and 84.7% of the librarians were diploma and certificate holders though the guideline demands 100% qualified staff. Moreover, TVET policies and guidelines were not available in the colleges in the way they were needed. The same was true for training equipments and technologies. In relation to the infrastructure, in spite of the existence of libraries they did not have adequate books and journals. Nor did these colleges had the required space of sport and physical facilities. Most of all, the availability of the required management and administrative staff was dubious. On top of these, the research was also identified some problems in relation to the quality and efficiency of the accreditation process. These are lack of qualitatively and quantitatively adequate professionals to discharge their responsibility, the focus of the accreditation more on quantity of tools and personnel than quality and lack of Management Information System (IMS) were some of the identified major problems. Thus, it is recommended that training of continuous professional development to address the pedagogical and professional gap of teachers/trainers; establishment of Management Information System so as to create easy access to information; tuning the accreditation process towards focusing on quality, involving the professional associations so as to solve the human power shortage and revision of the accreditation guideline in line with best international practice so as to make it focus on internal quality, strengthening internal audit and establishment of internal management board.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

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

1.1 Background

Since the implementation of the Education and Training Policy in 1994, the Ethiopian educational structure has undergone a major change. The previous structure of 6+2+4 has been replaced by new structure of 4+4+2+2 which is named as First Cycle Primary and Second Cycle Primary, First Phase Secondary and Second Phase Secondary respectively.

Parallel to Academic Education, the Technical and Vocational Education and Training (TVET) System of the country, which has a Basic, Junior and Middle Level, is also in place. While, the first two levels of training are planned to be offered to drop outs of primary and secondary, the middle level is given for those who complete grade 10. The middle level technical and vocational education and training programme has three different levels: 10+1, 10+2 and 10+3. Students/trainees who complete 10+3 TVET in government or accredited private training institutions will hold a diploma.

In the process of producing skilled human power in different trades so as to satisfy the growing need of the labor force, the private training institutions are playing a significant role. Out of the total number of 199 training institutions in the country, 46% (91) of them are privately owned. Out of 106,336 students/trainees in the academic year 2005/06, 29% (31,074) of them were attending their trainings in the privately owned institutions (MoE, 2006).

To facilitate proper monitoring and evaluation of the TVET Programme, the Ministry of Education organized three teams: Basic and Social Trades, Industrial Technology Trades and Business and Service Giving Trades under department of TVET Curriculum Development. These three teams also supervise 45 (currently given) occupations in their respective trades.

In addition, government institutions provide training in 4 agricultural (Animal Science, Plant Science, Natural Resources and Animal Health) training occupations (MoE, 2006).

After decision and preparation to involve in the process, private colleges wishing to offer TVET Programmes must undergo pre-accreditation and accreditation process. This is supposed to be one of the mechanisms to enable them provide quality training. In this regard, (MoE, 2006:3) stated;

Technical and Vocational Education and Training (TVET) programmes that are provided at different levels in the country should aim at disseminating modern science and technologies into the society with a view to improving, changing, protecting, and developing the environment and thereby achieve beneficial results and provides qualified and skilled professionals to support the development of the country. This requires quality monitoring and controlling activities involving concerned governmental, non governmental bodies and society as a whole (Guidelines for Pre-Accreditation and Accreditation of TVET unofficial translation from Amharic).

The Pre-Accreditation and Accreditation of TVET Guideline) further states that, “In order to provide quality and appropriate technical and vocational education and training programme, the TVET institutions need to be accredited one year after passing the Pre-Accreditation stage” (MoE, 2004:3. This requires the fulfillment of some basic requirements which determines the success of the TVET institutions after the evaluation process. In the realization of the process, these institutions are accredited based on the general and specific criteria (for further references, points included under general and specific criteria are annexed).

Hence, based on the existing accreditation practice, it is expected that all accredited private TVET colleges are required to fulfill the general and specific criteria set by accrediting body. Currently, however, it is only the private TVET colleges that are involved in the accreditation system. Thus, there is no concrete evidence whether or not public TVET institutions meet the accreditation criteria.

According to the researcher's assumption, despite the efforts made to maintain TVET quality through the accreditation process, the existing accreditation practice may not meet the standard. Instead of integrating process and inputs, it focuses only on inputs such as, the availability of human and physical resources. If this is the case, then, the implementation of the existing accreditation practice is likely to have a problem. Therefore, assessing the

existing accreditation practice so as to ascertain whether or not it is up to the standard and also if the accreditation process itself is effective or not is of valuable importance. To this end, the researcher tries to assess the situation which exists at present accreditation practice using both primary and secondary sources. Finally, conclusions are made and recommendations are forwarded based on the findings.

1.2 Objectives

General Objective

The main objective of this study is:

To assess the accreditation practice in maintaining standards of Private Colleges of Addis Ababa City Administration Offering Business Trades.

Specific Objectives

1. To assess the qualification of the teachers or trainers in line with the accreditation standard;
2. To identify the degree to which the physical resources and facilities deployed are up-to the requirement;
3. To assess the existence of the required types of physical resources or facilities;
4. To check the deployment of the required number of the management and administrative staff;
5. To check if the Accrediting Body has deployed professional experts required for the evaluation during the accreditation process; and
6. To explore the extent to which the training providers, the accredited colleges, on the accreditation practice.

1.3 Statements of the Problem

The TVET program plays an important role in national development. Training institutions produce skilled labour force that can actively involve in different economic and social activity of the society as well. To this end, they are expected to produce a trained and adequately qualified youth that can fulfill the requirement of the labor market. The multidisciplinary nature of TVET and its supposedly close links to the world of work make it

one of the education sectors that contributes most to the provision of skilled labor and gives both young people and adults the knowledge required to play a trade (Atchoarena & Delluc, 2002). As a result, TVET is considered essential because the country cannot achieve economic and social development without a skilled and productive labor force that can meet the national needs. Because of this fact, considerable investment has been made in the TVET programme.

However this sub-sector has its own problems. This research is not sure whether or not the TVET system has well established organizational structure, management information system and expertise that can handle its huge responsibility due to its rapid expansion within a short period of time. Its need for large amount of investment due to the nature of the programme and availability of significant number of the entire population as beneficiaries may also be the other problem that challenges the sub-sector. As a consequence of the aforementioned assumed problems, the suffering of quality of the training is the other major problem. Moreover, though the involvement of the non-public sector in the programme is encouraging, it also seems that this area might not be free of problems.

Identifying the problems of this important programme and proposing appropriate solutions to these problems strengthens the system and thereby benefits the country. To this end, conducting research is vital. There are very few studies in the area of TVET in Ethiopia. As far as the knowledge of this student researcher is considered, no research has been conducted on the evaluation of accreditation practices. Therefore, it is very essential to examine whether the existing TVET accreditation practice maintains standard or not.

Considering these points, the researcher would try to answer the following basic questions.

1. Do Accredited Private TVET Colleges meet the standard set by the Accreditation Guideline?
2. What are the factors that affect the implementation of the accreditation practice? and
3. How do the training providers (implementers of the accreditation guideline) perceive having the accreditation as a system?

1.4 Significance of the Study

The study is significant for the following reasons:

1. The Accrediting Authority may get feedback on the degree of realization of the intended maintaining of standard so as to provide quality training and the extent to which the accreditation of the diploma level training that it has delegated to the regions is realized;
2. The TVET Colleges may realize the extent to which they are in line with the requirements;
3. The trainees/students and other beneficiaries of the training programmes will know the extent to which their institutions meet the required standards;
4. The stakeholders and collaborators of the TVET system will be informed on the realization of maintaining standard;
5. It may serve as springboard for other research.

1.5 DEFINITION OF TERMS

Accreditation - is the granting of a certificate of competence by the appropriate Accrediting Authority to an institution providing technical and vocational education and training evidencing its fulfillment of the general and specific requirements relating to the specified training standard (MoE, No. 391/2004:2554).

Accrediting Authority - is the Ministry or a body authorized by a State in respect of the issuance of accreditation licenses (MoE, No. 391/2004:2554).

Higher Education- means education offered to students who attend programmes stated in Article 5 of this proclamation after they have completed secondary education.

Article 5: Levels of curriculum or training

A curriculum to be developed by any institution shall have programmes leading to the award of:

- 1) diploma;
- 2) first degree;
- 3) second degree or medical specialty; and/or
- 4) a doctoral (Phd.) degree (MoE, No. 351/2003:2235).

Non-Public Training Institution - is a training institution established with the funds of and operated under the guidance and control of the Non-Government (MoE, No. 391/ 2004:2554).

Public Training Institution - is a training institution established with the funds of and operated under the guidance and control of the Government (MoE, No. 391/ 2004:2554).

Private Training Institution - is a training institution established by a private investor(s) or a business organization with a view to undertaking business activities (MoE, No. 391/2004:2554).

Trainee - means a person who participates in technical and vocational education and training programme provided by a training institution with a view to acquiring or upgrading his/her technical and vocational skills, knowledge and attitude (MoE, No. 391/2004:2553).

Training - is any technical and vocational education and training (TVET) provided through formal or non-formal program leading to a certificate or a college diploma and it also include competence earned through work experience (MoE, No. 391/ 2004:2553).

Training Institution – location and organizational set-up in which TVET is supplied (MoE, 2006:50).

TVET - is any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or self-employment (MoE, 2006:50).

1.6 Delimitations of the Study

The TVET programs are designed in five different levels; namely, basic, junior, middle I, II and III (diploma). The delivery is also organized in non-formal and formal approaches for different training occupations. Among these TVET programmes, the study is delimited to the Accredited Private TVET Colleges (10+3) Offering Business Trades— Accounting, Secretarial Science, Banking and Insurance, Purchasing, Marketing and Human Resource Management— of the Formal Training Programme.

1.7 Limitations of the Study

In undertaking this study, the researcher encountered the following limitations:

- ❖ Lack of adequate information due to un-establishment of organized management information system in both group of respondents — the accrediting (AAEB) and Accredited TVET colleges; and
- ❖ Unwillingness of the colleges to show administrative documents which are available in the colleges.

1.8 Organization of the Study

The research report is organized into five chapters. The first chapter deals with the problem and its approach. The second chapter is concerned with the review of the related literature. The third chapter presents the research method. This includes the method pursued, sampling procedures, sources of data, size of the sample, data collection tools and data analysis. The fourth chapter treats the analysis and interpretation of the data and the fifth chapter contains summary of the findings, conclusions and recommendations of the study. Finally, list of reference materials and papers containing important information were annexed in the appendices.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Historical Development of Technical and Vocational Education and Training (TVET) in Ethiopia

After the golden age of arts and technology of the Axumite Kingdom, when skill must have been highly regarded, technology seemed to have ceased evolution in Ethiopia for a long span of time. Prior to the 20th century, the educational system was predominantly religious oriented to serve the manpower of the church and the state. Available sources indicate that there was no significant sign of vocational training at that time. “Mention, however, was made that in the time of Emperor Theodros 1855-1868 there have been a demand for foreign craftsmen. In 1877, Emperor Menilik II was instrumental in bringing few Swiss Artisans to Ethiopia” (Girma et al. in Yekunoamlak, 2001: 90).

Despite the introduction of modern education in the early 1900s, the vocational education remains late up to the middle 1950s. The first government school was introduced during the regime of Menilik II with the establishment of Menilik II school which was opened in 1908, with an intention of developing technical skills needed to run the bureaucratic system of the Country. Hence, the subjects that students were taught in the schools were basically academic, because the primary and immediate objective of preparing educated Ethiopian's was mainly for various clerical and administrative purposes. As a result, the cumulative effect of these factors became the major retarding force for technical education development (Teklehaimanot, 2002).

In spite of the extensive history and ancient civilization of the country formal vocational education is a recent phenomenon. As pointed out earlier this is because vocational education was not considered as a crucial element and indispensable tool for the nation's economic, social, and cultural development.

The developing economic and social structure of the country, however, demanded qualified technical and vocational professionals. To fulfill this gap, “the first Vocational School of Addis Ababa was established by the Ministry of Education in 1941 under the name of Ecole

National des Arts' commonly known as "ENAT". French language was used as a medium of instruction in addition to Amharic. Later on, the Ministry of Education changed the name of the school to "Technical School" and the language of instruction became Amharic and English" (Girma et al. in Yekunoamlak, 2001:90).

Later, the present Addis Ababa technical college and Tegbare-Id of that time, was established to meet the growing demand of skilled technicians in industry. This was followed by the Addis Ababa Commercial and Engineering College in 1952. Subsequently, Ambo and Jimma Agricultural Schools as well as Bahr Dar Polytechnic Institute were established (Teklehaimanot, 2002).

From the fifties up to the seventies the technical schools used incentive mechanisms that helped them to admit high achieving students from different parts of the country. However, this situation gradually deteriorated. Later on, some comprehensive secondary schools started teaching few technical courses for three years after the students' completion of grade 12. Up to the mid-nineties of the twentieth century there were only 17 government and non-government technical and vocational institutions offering training in a very few selected occupations. This, too, was not able to satisfy the country's growing need of the technical skills. Although, some technical subjects were being taught side-by-side with the academic, they were not effective enough to produce adequate technicians. For example, "in the 2003/4 academic year, there were only 2,738 technical and vocational students out of whom only 725 graduated in that year" (Teklehaimanot, 2002:7).

The Education and Training Policy issued in 1994 coupled with the free market economy of the country which facilitated situation for the involvement of the private sector for the development of Technical and Vocational Education and Training (TVET), however, brought about a major change in the history of the TVET system of the country. For the first time in the history of education of the country, the New Education and Training Policy declared that "Parallel to general education, diversified technical and vocational training will be provided for those who leave school from any level of education", The Education and Training Policy (2002:16). Unlike the preceding education structure, TVET is also made to have a management body at state minister level in the Ministry of Education. "A high power National TVET Capacity Building Task Force was also established by the Prime Minister's Office to study the way and means of enhancing TVET" (Teklehaimanot, 2002:7).

In line with the Education and Training policy which stated improving equity as its objective, twenty five skill development centers were opened in different regions of the country in 2002. The 2004 regulation for the accreditation of private training providers made training institutions to proliferate all over the country. TVET, which used to be governmental desire to fulfill human power need, became a sector that attracts the attention and interest of different stakeholders with the private sector playing a major role.

In this programme, a lot of private institutions have also embarked upon expanding access to vocational education mainly in cities and towns. Apart from expanding opportunity of vocational education, the link between training institutions and different government and non-government enterprises (companies) also expanded through apprenticeship programme. In the public training institutions, a strategy was set and implementation of an expanded, diversified and integrated TVET system started in 2001/2002 academic year when over 50,000 TVET trainees including agriculture were enrolled in 169 government and non-government institutions, using new curriculum and modalities of training (Teklehaimanot, 2002).

In an effort made to make the programme complete, TVET institutions were up-graded to offer diploma (10+3) level of training in line with the qualification standard. Out of 15 Government TVET institutions which were up graded into colleges in the country, three are from Addis Ababa. Later, two more were offered this chance and now there are five government TVET colleges in Addis Ababa City Administration. These are Entoto, General Winget, Addis Ababa Technical and Vocational Education and Training, Misrak and Nifas-Silk Technical and Vocational Education and Training Colleges.. In addition, the 68 Private TVET Colleges, which were pre accredited and accredited and offer training of 10+3 level in different fields of specialization in the academic year 2006/7 after competing their accreditation process (AAEB, 2007).

2.2 TVET Qualification System and Guideline

2.1.1 TVET Qualification System

The current practice of TVET qualification framework at each level is presented below.

Table 1: Technical and Vocational Education and Training Qualification System

Age	Grade	General and higher education	TVET qualification level	Word of work
20		Higher Education	Middle level TVET	
19			10+3= Diploma Level	
18	12	Upper Secondary Education (Second cycle)	10+2= Certificate Level II	
17	11		10+1= Certificate Level I	
16	10	General Education (First cycle)	Non-formal = Junior Level TVET training	
15	9			
14	8	Primary Education (Second cycle)	Non-formal =Basic Level TVE training	
13	7			
12	6			
11	5			

Source: (MoE, 2003)

As depicted in Table 1, parallel to the general education of the country, which has primary education, first and second cycle, grades 1-8, first cycle secondary, 9-10 and second cycle secondary of preparatory one and two, new TVET structure is operating in the country.

Technical and Vocational Education and Training, similar to the general education it is also given at three levels. The first or the structurally lowest level of training is the basic level. To gain basic certificate, the trainees have to complete grade 4 or be drop outs of 5-8 grades. The training will be given for about four months. The target groups whose age is appropriate for the training will be trained outside the formal training programmes through non-formal and informal.

The next stage is junior level. The junior level Technical/Vocational Certificate is given to those trainees who attend about six month technical and vocational education and training

programme. To enter into this programme, they have to complete primary education or be dropout of grades 9-10. The other option is to have basic level certificate and take some bridging courses.

The third stage of TVET, which is the major concern of this study, is the middle level TVET programme. Formal training starts at middle level technical and vocational education and training programme. Those students who attend TVET programme and take one year training programme after completion of general education (grade 10) will receive middle level TVET certificate I. If they complete two years training, they will acquire middle level TVET certificate II. For those who complete three years training, they obtain TVET diploma.

2.2.2 Guideline for Accreditation of Ethiopian TVET Institutions

The Ethiopian TVET system has a pre-accreditation and accreditation guideline was issued in April, 2004 for TVET institutions. “This guideline of the minimum standard of the training institutions is produced by the Ministry of Education upon the power vested on it to license, maintain standard and control them according to the Proclamation Number 41/1993, 4/1995, 256/2004 and specifically the TVET Proclamation Number 391/2004 (MoE, 2004:1). Although the guideline has two major parts, the pre-accreditation and accreditation, this researcher will not address the pre-accreditation part since it has no major relevance to the topic under study. Hence, in the review of this guideline, this researcher divides it into five sub-groups for the convenience of her analysis.

The first sub-group of the guideline refers to the general procedural requirements of the request for accreditation. Accordingly, the requisition time which proposes request before six months, the direction of the appeal which states the criteria whether the institution has to apply to the Ministry of Education or the concerned regional educational bureau is included. Information that needs to be incorporated in the requisition for accreditation that is mainly obtained from the performance during the pre-accreditation stage, the availability of trainers/teachers, entry criteria and a promise to be abided by the rules and regulations of the TVET directives, guidelines and policies of the country are stated as requirements. Besides, the evaluation process and decision making mechanisms are also included here (MoE, 2004).

The second sub-group of the Guideline refers to different standards that are stated as minimum requirements. The first of this sub-group is the standard for physical facility of the training institution. This includes availability of adequate space that facilitates good training; a compound that serves only for the training purpose; classrooms with an area of 1.2 sq. km. per trainee for business trades; workshops equipped with fixed and consumable materials; laboratories; demonstration rooms and computer centers; independent room for with adequate computer information technology as a field of training and another room for the same subject as common course that can accommodate 20% of the trainees in pair at once; a library with good ventilation and lighting system in which 25% of the trainees can be served at once; offices for administrative and academic staff; stores; clinic; different toilet rooms for boys and girls; first aid kit in each workshop; fire extinguisher and sport fields. In addition, access to road, availability of telephone, water and electric light services, having free compound independent from the academic education and suitability of the terrain of the institution are included here (MoE, 2004).

The third refers to the standard of trainers or teachers, management and administrative and supportive staff. In regard to the trainers or teachers of 10+3 or diploma level, they have to be 50% B.A./B.Sc. and 50% M.A./M.Sc. holders in relation to their fields of training. They are also expected to have a minimum of one year work experience in the production or service giving sectors of the economy. Besides, 70% of the teachers or trainers have to be permanent employee of the institution and 50% of the trainers or teacher must be those who took pedagogy training. Concerning the management and administrative staff, the professional adequacy and relevance are emphasized and also some important positions are stated. These are having dean and vice dean, head for administration and finance, purchaser, accountant, cashier, storekeeper, workshop technician, vocational counselor, registrar, librarian, secretary, health professional and other supportive staff for the institution (MoE, 2004).

The admission criteria of the trainees or students of 10+3 which is discussed as one of the fourth component of the sub-group, is among the issues addressed as a standard. The trainees of this level are stated to have completed grade 10, the general education, and score a minimum of 2.0 in the National Examination for the completion of General Secondary Education. These criteria, however, can be improved by the criteria that the Ministry of Education, National Examination Board sets every year. Furthermore, three more additional

options are given so as to join the training of this level. These probable candidates are those who scored an average of a minimum of 75% in their 10+2 level training and are one of the 10% of the best performers of the level, those who have given a minimum of two years service in a relevant field after they have completed the 10+2 level training and those who

The fifth sub group of the Guideline discusses about the accreditation of the distance education and training certification of the TVET system; the importance and purposes of continuous evaluation of the institutions; renewal of the accreditation; substitution; canceling and returning of the accreditation license and other relevant rules and regulations that have to be available in the training institutions (MoE, 2004).

In relation to the last point, rules and regulations, the Guideline recommends the availability of the TVET Proclamation, the TVET Strategy and different guidelines for Training and Administration activities such as; Tuition Fees, Promotion Policy, Duties and Responsibilities of the Trainees/Students, Provision of Guidance and Counseling Service, Apprenticeship, Material Management, Qualification Standard, Certification and other relevant documents in sufficient number in the TVET institutions. In addition, a curriculum prepared or approved by the Ministry of Education for Middle level TVET Programme, and tools and equipment standard for Middle Level TVET Programme are also required to be present in TVET institutions (MoE, 2004).

2.3 Accreditation – Concept and Types

2.3.1 Concepts of accreditation

“Although the concept of accreditation in higher education first appeared in United States of America (U.S.A), some of the basic concepts pertinent to it have been adapted by different professional associations and government agencies internationally” (Harman & Meek, 2004:14).

According to the European Consortium for Accreditation, “Accreditation is a formal and independent decision, indicating that an institution of higher education and or programmes offered meet certain standards” thus, it refers to ‘every formalized decision by an appropriately recognized authority’ (ECA, 2005:3).

Moreover, according to (El. Khawas, 2001) accreditation is conducted by an independent body that releases statement to the public about the worth of the institution or its programme after evaluating the information delivered to it while request. Thus, “The central role of accreditation, then, is to publicly attest to the worth of an education or academic programme and its activity still focus on the adequacy and appropriateness of institutions and whether those practices achieve good results” (Harman & Meek, 2004:14).

Despite the fact that accreditation seems a single time activity, in actual terms it is perceived as a duty that has dual phase that can be viewed both as a process and product. As a process, the technical and vocational institution evaluates its educational activities so as to get an independent judgment as a witness to conform that it has the capacity to achieve its objectives and that it is equal in quality to other institutions of the same level. As a product, it is a form of certification, or grant of formal status that is given by a recognized and authorized accrediting authority to an educational institution after assuring that they fulfill certain standards of quality which are over and above those stated as minimum requirements by the government delegated body (Park, 2004).

In short, accreditation is a process and product activity that is conducted by an independent body so as to give witness about its capacity to accomplish the designed objectives. It is a mechanism which emanates from the free will of the institutions but not imposition by an

external body. The task is also performed by an independent body or professional associations which know the ins and outs of the timely needs of their professions and have professional commitments. However, it should also be clear that it is a process that can be accomplished by a government body as experiences of some countries indicate.

2.3.2 Types of accreditation

According to experiences of some countries, educational accreditation can be classified into two; namely, institutional and programme accreditations. These tasks are performed by two distinct bodies known as institutional accrediting and programme accrediting agencies. “In the process of reviewing and accrediting the former is responsible for the educational capacity of entire universities and colleges whereas the latter is for academic programmes, especially related to professional specialization such as law or nursing” (El-Khawas, 2001:15).

In other words, while the programme accreditation takes the teaching offer as the point of reference and emphasizes upon the curriculum of the academic programme that is given in the institution, the institutional accreditation focuses on the characteristic of the whole organization and on the manner it responds to each unit and its attempt for striving for excellence. Thus, the institutional accreditation takes into consideration the organizational structure, its officials in different posts, the financial system, the physical facilities, libraries, student services, alumni affairs, community service and the like (Arcelo, 2003).

To sum up, “Institutional accreditation normally applies to evaluation of the entire institution as a total operating unit. Specialized/Program accreditation normally refers to evaluation of programmes, departments, units or schools, which usually are parts of a total college or university system” (Majumadar, 2005:3).

2.4 Some Basic Considerations of Accreditation

Under this sub-topic, qualification of teachers or trainers and management and administrative staff as well as issues of continuous professional development are treated.

2.4.1 Qualification of Teachers or Trainers

In any training process, one of the important inputs that can play a decisive role is the teacher. “Good trainers are the necessary prerequisite for excellence in vocational and technical education as indeed in any form of education” (____, 1973). “These teachers of TVET are required to have certain standard of qualification and two basic forms of knowledge. Attending university level with a minimum academic requirement tending toward the bachelor’s degree or its equivalent and continuing education in both technical and pedagogical skills are important” (____, 1973:165).

Furthermore, the same document emphasizes the value of importance of having experience in the particular discipline. Hence, B.A./B.Sc. level qualification, to have professional as well as pedagogical knowledge and the desire to pursue the improvement of these knowledge continuously and appropriate experience in the field are some of the major requirements of the technical and vocational education and training teachers that are recommended by UNESCO since long ago. Wanna also ascertains these facts by saying “Good vocational training requires a trainer who has technical and pedagogical skills as well as industrial work experience” (Wanna, 1998:61) even after 25 years of UNESCO’s statement.

Moreover, as to the duration of the work experience and the relevance of qualification to experience, “trainers qualification and experience has to correspond to the occupation in which they will be training the trainees and at least three years’ working experience is required” (Julia, 2005:15).

Similarly, Julia has also revealed the important aspects of pedagogical qualifications that are needed in the process of training. “Competence to pass on knowledge to trainee and to foster the development of competencies in the trainees ...working out a training plan to ensure it is

followed throughout the training”, Julia (2005:16) are the required skills of pedagogical knowledge.

As to the most important requirements of technical and vocational education and training teacher that can be expressed in terms of basic knowledge, skills and attitude, Clement has referred to (Haider, 2004) as follows:

A technical and vocational education teacher has to play diversified roles and responsibilities such as subject specialist, an experienced practitioner, an effective communicator, a curriculum and instructional material developer, a manager, a counselor, an evaluator and a motivator for entrepreneurship (Clement, 2006:2).

However, Clement pointed out that the contribution of work conditions and environment which equally contributes for quality of training regardless of qualities of trainers or teachers. He equally emphasizes the contribution of work conditions and environment in realizing the intended educational objective. “Work conditions and environments must sustain teacher competence and confidence to enable teachers to achieve the learning out-comes that students and community need” (Clement, 2006:3).

In relation to the requirement of TVET teachers of Ethiopia, the TVET accreditation guideline, the TVET proclamation and the TVET strategy have stated some qualities. In all the documents it is stated that the qualification of TVET trainers at 10+3 (diploma) level must be bachelor degree holders and the rest 50% must possess masters’ degree (MoE, 2004). Besides, TVET proclamation number 391/2004: 2563 and TVET Strategy (2003:60) state, “No training institution shall assign a person as a trainer of the institution unless he/she fulfils the requisite technical qualifications applicable to the job position as may be determined by directives issued by the office”.

2.4.2 Qualification of the Management and Administrative Staff of Training Institutions

Any system, to fulfill the growing human need and cope with the challenging situations of the time, needs to act proactively so as to realize, the attainment of its objectives. "To this end the system must have effective and efficient management whose functions of planning, organizing, leading, controlling and developing must be known by the manager to different degree for different levels of organization and responsibilities" (Hallak, 1991:1).

In this regard, the responsibility of the head of the TVET institutions which requires interaction with trainees, trainers, parents and the society at large and quick decision that is needed in different contexts and systematic handling of any problem that might arise in the process makes the training of the manager essential. The fact that leaders of training institutions are encountered with a lot of diversified problems that needs adequate leadership skills is expressed by Charles and Associates as follow:

New program demands but limited resources, new teacher needs but less than adequate or up-to-date teacher training, new industry needs but ill-equipped training facilities, new waves of students but inadequate preparatory training or up grading these are the characteristics which require a new kind of vocational manager To face those challenges successfully the manager requires skill and aptitudes of a very high order and an array of techniques many of which education has borrowed from other fields in recent decade (Charles and Associates, 1999:1).

Furthermore, the constantly changing and growing technological advancement and the resource constraints in which the manager is operating necessitates the quality and ability of the manager in pulling and utilizing external resources. Hence, a good training center leader may involve alumni training association as an additional source for funds, equipment and supplies; employers who hire graduates which can participate in classroom and laboratory, lectures and demonstrations, field trips, organizing work experience, cooperative education of trainees and professional up-grading of trainers in addition to the programme advisory committee whose members can be employers, former students, special experts, union representatives and other governmental bodies who determine budget (Charles and Associates, 1999).

Although one major problem of TVET institutions is the inability to keep facilities and equipment current with that in the enterprises where the graduates are likely to be employed, managers should look for mechanisms to compensate for this problem and a knowledge gap that emanates from this. To this end “the management should look for different options available such as donation, traditional and modern apprenticeship arrangements and fabrication of needed equipment by TVET teachers” (UNESCO-UNEVOC, 2006).

2.4.3 Continuous Professional Development of Academic, Management and Administrative Personnel

The dynamism of education that results from rapid social, political and economic change always necessitates continuous development of human power that operates in the system. However, “In most cases, teachers have little or no contact with the work place or with new technologies. Thus, they rarely have the possibility of up dating their stock of knowledge” (Atchoarena and Delluc, 2002:62). This makes continuous professional development of the teacher indispensable for quality training.

In order to fruitful the desired objective of an institution, the knowledge or information exchange should address diversified parts or sections of the entire system.

The staff development must obviously include those at the sharp end of the implementation of the new system such as teachers, lecturers, trainers but it must also include managers of institutions such as head teachers, principals, and administrators such as in local, provincial and national government and users such as employers, higher education administrations staff and learners” (Scottish Qualification Authority, 2006:21).

Unless this constant up-dating of knowledge addresses all those involved in the process comprehensive development and working in line with the continuously growing demand of the time will be impossible or difficult. Failure to consider continuous staff in the process of development has its own negative impact on the quality of the programme.

2.5 Experience of other countries

As a research which tries to explore some of the best international experiences suitable to our country, the following sub-topic addresses this issue.

2.5.1 Experience of United States of America

The accreditation system of America, a model which has been established in many countries of Asia and Latin America in the past three decades (Arcelo, 2003), is a decentralized system in which a large number of independent non-governmental agencies undertake the responsibility (El-Khawas, 2001). In this process of accreditation, two independent bodies, the professional organizations and the regional associations, are taking the responsibility of accrediting the institutions and the programmes. (Dill in El-Khawas, 2001:61) expresses the situation in the following way:

Today there is a wide variety of professional accrediting organizations covering traditional professional areas such as medicine, engineering, law, dentistry and architecture and as well as many newer occupational areas. Such associations accredit particular courses of study. Regional accrediting associations, on the other hand, accredit institutions.

Therefore, the American system of accreditation has given the mandate of accrediting programmes of different professions to their respective professional associations which are supposed to have adequate knowledge and skill of the timely requirement of their professions.

Furthermore, this system has incorporated a new component in the accreditation process that focuses on the student learning and its outcome, student achievement which emerged later in the 1980s.

A new quality assurance mechanism emerged ... under the rubric of assessment. In 1990, over two thirds of the states had passed legislation encouraging public institutions of higher education to implement various forms of student assessment, to place ... institutional attention on the improvement of student learning. Ultimately, all five regional accrediting associations also adopted an assessment criterion as one of their criteria for evaluating institutions of higher education (Dill in El-Khawas, 2001:15).

Accordingly, the influence of public institutions in considering student achievement through assessment has extended to the non-public institutions. The accrediting institutions considered it as one component of their criteria to evaluate institutions of higher education. By the same token, the shift or focus on the learner will not only improve the learning process of the student but also likely to make the entire process of the training student or learner-centered which is a modern philosophy of education and training.

As learning is a dynamic process, so also is accreditation. Thus, the American accreditation system has undergone important changes that led to strengthening quality assurance as a result of criticism from the public. The effect of the public criticism is expressed as:

This [the public criticism] has led many of the regional accreditation associations to revise key elements of their approach, resulting in more emphasis on assessment of quality management mechanisms within institutions, reconsideration of the practice of making reports available only to the institution concerned, and the results of accreditation process more generally available to the public (Crow, 1994 in El-Khawas , 2001: 60).

In the process of discharging their responsibilities, the accrediting agencies have more detailed guidelines and specific evaluation criteria despite the existence of some variations among them. The general guidelines focus on four major areas, namely, organizational and administrative matters; resources currently available to the unit (including financial resource, personnel, space and equipment); the curriculum and statistics showing the performance or other outcomes for graduates (El-Khawas 2001); (Harman and Meek 2000).

2.5.2 Colombian Experience

The Colombian accreditation system of higher institutions was established by law proposed in 1992 and was created under a body in charge of this responsibility, National Council of Accreditation (CNA), formulated by this law. The rationale to have the system was to enhance quality and offer appropriate information for the beneficiaries or the community so that the citizens take right decisions for their choice. In other words, "Accreditation in Colombia emerged as a strategy to promote and recognize quality and as a tool to augment transparency and to help users make a knowledgeable choice between different professional training offers on the basis of better criteria" (Revelo, and Hernandez, 2003:13).

This accreditation process targets striving for excellence and is performed on voluntary and temporary basis (Revelo and Hernandez, 2003:10) express this as follow:

Accreditation of excellence is both a voluntary and temporary process and its methodology stresses quality enhancement rather than quality control. As a consequence, Accreditation of excellence adopted a system whereby ideal characteristics of quality are compared in the light of reality, thus creating strong incentives for quality improvement.

Thus, the fact that the process is temporary makes the need to sustain quality and to aspire for better improvement continuously. Besides, rather than focusing on a minimum standard, the mechanism of using 'ideal characteristics of quality' as a yardstick to evaluate the objectively existing reality makes the accreditation process relevant to the immediate need of the market or the beneficiaries.

The accreditation system of Colombia is implemented in two dimensions of a training process; i.e., the institution and the programme. Both duties have four different stages that are performed so as to check whether or not the institution or the programme or both are eligible for accreditation after the request of the institution. These stages are checking the eligibility of criteria; self-evaluation of the institution based on the pre-established methodology and criteria, external peer visit which is accompanied by the report of the peer which mainly focus on evaluating quality requirements of the programme that are set by academic communities in similar profession and that is submitted to CNA and the final evaluation by CNA so as to recommend accreditation to the Ministry of Education for a given duration ranging from three to ten years (Revelo and Hernandez, 2003).

In the Colombian model of Accreditation for Excellence, the CNA has criteria that focus on evaluating the institution from different dimensions by concentrating on seven factors. These are institutional project; student and teachers; academic processes; institutional well-being; organization, administration and management; graduate studies and impact of the environment and physical and financial resources (Revelo and Hernandez, 2003). Hence, this comprehensive evaluation enables to look at the institution or its programmes in depth so as to get its clear image from different angles.

2.5.3 Australian Experience

The Australian accreditation process that uses the term 'Registered Training Organizations' (RTO) rather than accreditation of institution and a term that this practitioner researcher found to be equivalent to accrediting body, is Australian Quality Training Framework which was developed by the National Training Quality Council of the Australian National Training Authority Board in conjunction with states and territories, the Australian Government and Industry. It was endorsed in 2001 and in effect since 2005. This framework has two sets of standards; namely, Standards for Registered Training Organizations/RTO/ and Standards for State and Territory Registering/Course Accrediting Bodies. This paper, however, will focus on the first standard for its more relevance than the second to the subject under study.

The Australian Quality Training Framework Standards for Registered Training Organization has twelve major standards which this practitioner attempted to divide into four groups for the convenience of the study.

The first group of the standard refers to systems for quality training and assessment, effective financial management procedures and effective administrative and effective records management procedures. The first compliance with Common Wealth State/Territory Legislation and Regulatory Requirements; recognition of qualifications issued by other RTOs; issuing Australian Quality Framework Qualifications and statements of attainment and the use of national and state/territory logos. Component of this sub-group emphasizes that the registered Training Organization (RTO) has systems in place to plan for and provide quality training and assessment across all of its operations. This includes keeping written policies and procedures for ensuring quality training and assessment, having organizational chart and duty statement, possessing written business plan and developing and implementing written procedures in relation to continuous improvement of its systems. The second component of this sub-group refers to having financial management policy, certification of accounts and the processes and requirements of the certification. The last component refers to having effective administrative and records management procedures in place which include secure storage (backing up with electronic device), up-to-date records of training and competencies of all staff, enrolments and fees (AQTF, 2005).

The second group of the standard consists of the RTO ensures that compliance with other legislations of the country that are relevant to its operations such as occupational health and safety, workplace harassment, victimization and bullying and provision of information about current registration to staff and clients. The others refer to recognition of qualification and statements of attainment by other RTO, issuing of qualification and statements attainments as long as it is in line with the endorsed training package and accredited courses and that the RTO complies with the requirements for the use of national and state/territory logos which urges the RTO function in line with the pre-set rules and regulations (AQTF, 2005).

The third groups of the standards refer to the training process. It includes the competence of RTO staff, RTO assessments and learning and assessment strategies. The first component of this sub-group state that each member of the RTO's staff who is involved in training, assessment and client service must be competent for the functions they perform. Thus, it is indicated that the RTO must develop and implement written procedures for the recruitment, induction and ongoing development of each member involved in these activities. Besides, requirements of induction programme and assessment packages are asserted with the qualification requirement of the assessors. The second point of the sub-group proposes that the RTO's assessment meet the requirements of the endorsed components of training packages and the outcomes specified in accredited courses. The last point of the sub-group emphasizes that assessment meet the requirements of the endorsed components of training packages and the outcomes specified in accredited courses (AQTF, 2005).

The last group of the standard refers to ethical issue; i.e., ethical marketing and advertising. This incorporates accuracy and approval of marketing material, accurate presentation of training products and services to the clients, advertising of only registered qualifications and the identification of training and assessment services by the marketing and advertising material. In short, any information released to the public should be approved by the authorized body and transparency should be maintained through clear and accurate information so as to benefit the clients and the society at large.

To sum up, the Australian Quality Training Framework which has twelve standards as components refers to the process and the product. Incorporating these two aspects into one as a yardstick of measurement makes the process address the formative and summative evaluation mechanisms into one. By so doing, it makes the training organizations

accommodate all the necessary inputs so as to get better output, better qualified trainee (AQTF, 2005).

2.5.4 Experience of Philippines

Unlike many other countries, in Philippines accreditation system, private institutions have played a significant role in the establishment of accreditation system of Philippines which began in 1951, starting from its initial stage.

The accreditation movement in Philippines began in 1951, through the initiative of a group of educators from private higher education institutions who were convinced of the importance to enhance quality in higher education through a system of standards, continuous monitoring of implementation and self-assessment done on voluntary basis. The system of higher education in the Philippines adopted accreditation as a means of achieving high-level quality on voluntary basis (Arcelo, 2003:15).

Thus, this could be evidence for the fact that quality is a concern of educators be it in public or non-public i.e., government or private training institutions.

The Philippine's Unified TVET Programme Registration and Accreditation System (UTPRAS), unlike the systems of Colombia, America or Australia, licenses TVET institutions in two ways. The first, which is compulsory for all public and non-public TVET institution is registration. This process has its own requirements which incorporate seven major points as an obligation to be fulfilled. These are corporate and administrative documents which include proof of building ownership or leased contract for at least five years; curricula requirements; faculty and personnel staff with supporting document; academic rules such as grading system; entrance requirement; support services which include health services and career guidance and fees (TESDA, 2006).

Unlike that of Colombian accreditation system which set 'ideal quality standard' as a means of measurement, the Philippines accreditation system focuses on the fulfillment of minimum standard. The Manual of Regulations for Private Schools which was issued in 1992 states, "the standard of criteria provided for the manual are the minimum required for government recognition, and schools may adopt higher standards or criteria consistent with laws, rules and regulations" (DECS, 1992 in Arcelo, 2003:1). This manual contains all the important components of academic operation such as faculty qualifications, requirements for the

opening and recognition of academic programmes, library and facilities standards, student admission grading system, graduation requirements, university status, and conditions for recognition or withdrawals of university status (Arcelo, 2003).

Nevertheless, fulfillment of minimum standard is not an end by itself, Technical Education and Skill Development Authority (TESDA), an organ empowered by law to “establish and maintain a system of accrediting, coordination integrating, monitoring and evaluating formal and non-formal technical vocational education and training programme” (TESDA, 2006:1) re-evaluates the accredited training institutions so as to encourage their progress towards excellence and awards them for the level they fit. The levels are described as follows:

Accreditation of program shall be subject to reevaluation at the instance of the institution. An institution shall work its way up from the Bronze Award for Commencement, Silver Award for Mastery, Gold Award for Proficiency and Platinum Award for Excellence...[it] shall involve continuing assessment, with the provision of assistance and incentives as a possible consequence at every stage (TESDA, 2006:1).

The accreditation award system is based on “self-assessment activity that includes seven major criteria of leadership, strategy, policy and planning, processes, product and services and organizational performance” (TESDA, 2006:1). By doing so, the system encourages and fosters the desire and effort for continuous improvement that has impact on the quality of the training. In regard to the qualification and awareness of the accreditors, the Philippines system offers due consideration. “The accrediting association selects members of the team from the pool of trained accreditors. Accreditors must have undergone a two to three days training course to acquire full knowledge of the processes of accreditation. Prospective accreditors are generally drawn from the core of faculty and officials of higher-education institutions” (Arcelo, 2003:76).

Hence, the utilization of external resource that enables the accrediting institution to utilize the options of the best available qualified professionals and the orientation courses that are offered to these accrediting groups, which are drawn from core faculty and officials of higher education, makes the process more likely to attain the desired objective in the required manner.

In the process of performing its duty of accreditation, the accrediting agency “start to receive direct government support in the 1990s but funds provided by the government are destined

towards accreditation activities and not operation expense of the agencies” (Arcelo, 2003: 86). In addition, “In the Philippines, it was decided to focus on accreditation of academic programmes as opposed to institutional accreditation” (Arcelo, 2003:112).

2.5.5 Mauritius Experience

In Mauritius, the task of licensing private training institutions is conducted by Mauritius Qualification Authority (MQA) which is established by an act so as to register and accredit private training institutions. Since the accomplishment of the accreditation processes allows conducting training programmes after evaluation, no private training provider is allowed to run and award programmes before its registration which is followed by application for accreditation with a self evaluation report of the institution based on the general guideline of Mauritius Qualification Authority.

The self-evaluation report “an aim to provide the institution with an opportunity to evaluate its effectiveness and efficiency and to identify its areas of strengths and weaknesses ... and thus [it] is envisaged as a backbone” (MQA, 2003:3) of the accreditation process. The self-evaluation report, therefore, provides the Authority with general information about the institution. The evaluation team, a team that is assigned by MQA to perform the responsibility of evaluating the institution, will also get general picture about the institution and some clues that may facilitate successful accomplishment of its task before it embarks upon the actual duty.

The self-evaluation report however, is not the only requirement for an institution so as to be accredited. The accreditation process must have two more steps in addition to the preparation of self-evaluation report by the training institution on criteria defined by MQA. These are validation of the report by a team appointed by MQA through on-site visit and accreditation decision by Mauritius Qualification Authority. The final decision of Mauritius Qualification Authority grants accreditation for five years.

In all the cases, the entire evaluation process, the self and the team, depends on the thirteen points evaluation criteria, the first one is the institution mission which demands written statement of its goals and objectives and performance indicators that are used to measure these goals and objectives. The others are staff and staff development policy that requires appropriate recruitment and selection practices to make sure it has enough personnel in

teaching and subject knowledge, assessment and moderation expertise, educational management expertise, quality management expertise, financial and administration expertise and defining how it will provide on going staff development (MQA, 2003).

In addition to, learner information, entry and support are also included among the criteria. In this, recruitment and enrolment procedures, descriptions of courses and qualifications, entry and selection criteria, induction, rules and regulations, compliant procedures, disciplinary procedures and recognition of prior learning or current competency are included. Besides, ensuring that learners fully understand what is required from them in their course of study starting from the entry and identifying learner's specific learning needs and planning how to address them so that they succeed side-by-side with providing them different guidance and counseling and other services are also part of this criterion.

Furthermore, availability of adequate physical and learning resources, having the capacity and procedures to conduct assessment with clearly described certification process, the administration of students' records and points in relation to the credentials to be issued to the students, the existence of internal quality assurance mechanism and ethical standards are also components of the criteria.

The other important component, financial resource and viability, demands the presentation of statement prepared by an auditor which confirms that the training institution uses suitable and acceptable account system and that the institution is in a good financial position. This statement should also clearly ascertain that the financial arrangement in place to guarantee a refund of student fees in case the situation urges to do so (MQA, 2003).

To sum up, in the Mauritius system, accreditation of training institution is a self initiated activity of the institutions after fulfilling the process of registration. It begins from the self-evaluation report of the institution that relies upon the multifaceted criteria designed by Mauritius Qualification Authority. This process is followed by team evaluation that reports its finding to Mauritius Qualification Authority, the highest decision giving body of the accreditation that is granted for 5 years.

LESSONS LEARNED

The research has attempted to extract the following lessons from the aforementioned diversified experiences of different countries.

America's system of accreditation has good lessons to be perceived as beneficial and effective. The major best practice of the system is its devolution of power or decentralization of the accreditation process to non-government organizations, professional organizations and regional associations, which do the task of accrediting programmes. The other, relating accreditation to students' assessment thereby to pay due attention to students' learning, is also important component of the lessons to which crucial attention should be given.

Moreover, Colombian system of accreditation has its own lesson to offer. One of the lessons is that its striving for quality enhancement rather than quality control. This creates favorable condition for fair competition among institutions so as to win the market through effective and efficient training delivery. Besides, the two dimensions institution and programme accreditation, which has four stages of accreditation that the institutions undergo and its comprehensive nature make the evaluation fair and valid. The more inquisitive eyes into the process, the better the process will be evaluated and understood.

In addition, the Australian experience has its own lesson to give. The fact that the accreditation process is divided into two categories that have their own standards, standards for Registered Training Organization (RTO) and Standard for State and Territory Registering/Course Accrediting Bodies is a unique experience to be closely observed. The accreditation or setting standards for the course accrediting bodies creates a mechanism of check and control side-by-side with the decentralization of power to accredit.

Furthermore, Standards for Registered Training Organizations (RTO) has detail requirements that are likely to maintain quality essential for higher education institutions. Some of this are institutions having in place to plan and provide quality training and assessment across all its operation, organizational chart and duty statement having written business plan; developing and implementing written procedures in relation to continuous improvement of its systems; having financial management policy and certification accounts and effective administrative; record management system that is backed up with electronic device; issues that are related to

the rights, safety of the employee and standard of competency for assessment; and other important ethical issues.

Besides, in spite of some similarity that we have between the Philippines accreditation system which has the registration and the accreditation and the Ethiopian accreditation system which has pre-accreditation and accreditation stages, the Philippines accreditation system has a lesson to be learned for its further steps to maintain and strive for quality. In this process, the institutions are reevaluated and awarded for excellence. To this end, they work their way up from the Bronze Award for commencement to Platinum Award for Excellence. Besides, the process under which the accreditation is conducted, utilization of external resource such as the universities and training of the evaluators are good lessons.

Despite the similarity that we have between the Mauritius and Ethiopian accreditation systems in prohibiting offering of training before registration, a lot can be learned from the Mauritius system about major and important issues that need to be considered in our case. The first lesson is the value and attention given to the self-evaluation of the institutions and attempts made to ratify it. The other is institutions having of missions, goals and objectives that can be evaluated with their performance indicators. The availability of staff recruitment and development policies, the expertise required in different branches and clearly stated duties, responsibilities and privileges of the students/trainees are the others. In addition, financial resource and viability statement prepared by an auditor that confirms that the institution is in a good financial position is also part of the lessons.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Method pursued, sampling procedures followed, source of data, size of the sample, data collection tools and data analysis of the research are presented under this chapter.

3.1 Research Method:

The purpose of the study was to assess the implementation of existing accreditation practice in the process of maintaining standards of private TVET colleges offering business trades. Therefore, the descriptive research method was used to study the factors affecting the implementation of accreditation practice. This method was appropriate because it provided clear picture of the process by describing it as it actually operated and it helped in obtaining information that influence the existing accreditation practice of TVET colleges and enabled to test basic questions. Moreover, the method also helped to draw out recommendations that are deduced from the findings of diversified sources and that might help to improve the existing accreditation practices. These may remedy the constraints in TVET Accreditation process and suggest possible solutions through the analysis of variable relations.

3.2 Sampling Procedure:

The sample selection techniques used for the study were systematic, purposive and availability sampling. Systematic sampling technique was preferred because it offered equal opportunity to all accredited private training colleges which more or less were on equal footing. By doing so, the accredited training colleges were getting equal chance for selection and it made the research free from bias. Similarly, the purposive sampling technique enriches the research by enabling the researcher to obtain ample and relevant information from sources that had direct contact with the process of accreditation. On top of that, availability sampling technique was used since the researcher wanted to get diversified information from trainers/teachers of main, supportive and common courses as well as management and administrative staff which were a few in number.

Accordingly, private TVET colleges in the Addis Ababa City Administration that give business trades were selected systematically. Moreover, experts in the Ministry of Education,

ECBP of the Ministry of Capacity Building and Addis Ababa City Administration Education Bureau were selected by purposive sampling. In addition, teachers or trainers and the management and administrative staff of the subject TVET colleges were selected by using availability sampling.

3.3 Source of Data:

The researcher collected data from primary sources as well as from secondary sources. The primary data was collected from:

- The management and administrative staff of private TVET colleges;
- Trainers or Teachers in private TVET colleges;
- Representatives of Addis Ababa City Administration Education Bureau, Department of Formal Vocational Education and Training (TVET) Programme,
- Representative of TVET System Development and Capacity Building, in the Ministry of Education;
- Representative of ECBP in the Ministry of Capacity Building that is responsible for TVET Reform;
- ECBP TVET reform external coordinator (foreigner) for TVET reform in the Ministry of Education and;
- ECBP TVET reform external advisor (foreigner) for TVET reform in the Addis Ababa Education Bureau.

Furthermore, secondary sources including official policy and strategy documents, guidelines, books, journals, web pages and other resource document relevant to the study were used to support the data.

3.4 Size of the Sample:

There are 30 Private Colleges and University Colleges in Addis Ababa City Administration Offering Business Trades which accredited up to 2007 at 10+3 level. Therefore, in order to make the sample reasonable and representative, 33% (10) of Private Colleges Offering TVET were selected systematically. These were Admas University College, Awaliya College, Grece Business College, Kunuz College, Micro Link Information Technology College, New Generation University College, Queens College, Royal College, Soft Net College and Zega

Business College. All the thirty private TVET colleges were arranged alphabetically and every third row was randomly selected. Moreover, the sources of data were selected based on availability, purposive sampling techniques and the degree of relevance to the objective and basic question of the study. Therefore, the total sample size included in the study was about 187. Which means, 115 teachers or trainers who gave training in the main, supportive and common course in the area of accredited business courses and 72 management and administrative staff who were directly or indirectly involved in the accreditation process. For the sake of convenience the non teaching staff members were grouped under management and administrative staff. The Management included the Dean, Deputy Dean, Finance and Administration and Registrar. The Administrative staff included the General Service, Store Keeper, Purchaser, Accountant, Chief and Assistant Librarians, Vocational Councilor and Workshop Technician. Finally, seven (one from Ministry of education, three from Addis Ababa Education Bureau, and three from Engineering Capacity Building Programme Office) were involved in the study.

Accordingly, 200 copies of questionnaire were distributed to the two categories of respondents in the training institutions. However, for various reasons the anticipated number of the questionnaire was not returned from teachers/trainers. The rate of return was 93.5% (115) from the teachers/trainers and 100% (72) from the management and administrative staff. The general profile of the respondents was expressed in as follows:

Table 2: List of Respondent and Their Total Sample Size

No	Respondents	Total sample size
1	Teachers or Trainers (Main, Supportive and Common Course teachers/trainers)	115
2	Management and Administrative Staff: Dean, Deputy Dean, Administrative and Finance, Registrar, Librarian Chief and Assistant, Storekeeper, Accountant, Purchaser, Workshop Technician, and Vocational Counselor	72
3	Representatives from MOE, ECBP and AAEB	7
Total		194

3.5 Data Collection Tools:

To obtain adequate valid and reliable information questionnaire and structured interview was used. In addition observation checklists and document analysis were employed. In regard to document analysis, however, different books, journals and web-pages were referred to so as to apart from the other documents of the accredited private training colleges.

Furthermore, to increase the validity of the research data collection tools were all piloted at the Diploma Unit of Alpha University College and other expertise in the MoE and AAEB which were not selected to be informants for the major study. Accordingly, necessary changes and modifications were made in line with the findings of the pilot study. Some of the open ended questions which were not addressed by the respondents were converted into close ended. In short, most the finding of the pilot study assisted the researcher to incorporate a lot of items in the observation checklist.

3.6 Data Collection Procedure:

The researcher distributed the questionnaire to the respondents after she made her objectives clear and created good rapport so as to get the required information. The gathering of the response was also conducted by the researcher. In these processes of distribution and collection, the observation check list and the document analysis were attempted. The interview, however, was conducted with the concerned officials and experts after making proper arrangement and schedule. This task is also conducted by the researcher.

3.7 Data Analysis:

Raw data were condensed, tabulated and organized to make it meaningful and manageable size and were analyzed both quantitatively and qualitatively. The data were analyzed by using Statistical Package for Social Science (SPSS) and interpreted. The statistical analysis focused on frequency distributions, number of responses and percentage. For analysis of the variables, mean and average mean value were used for the key pairs of variables in the questionnaire, t-test was computed to ascertain if the association was statically significant or not.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

This chapter deals with two parts. The first part presents the characteristics of the study population which includes personal and professional characteristics. The second part discusses the analysis and the finding of training facilities and related issues needed during accreditation process.

4.1 Characteristics of the Study Population:

In order to maximize diversity that enable the researcher to obtain ample and reliable information, three categories of respondents were involved in this study. The first group was the concerned personnel from the accrediting body (such as Managers and the Experts). The second category included program implementers which include Teachers/Trainers and the College Management and Administrative Staff such as Dean, Deputy Dean, Finance and Administration, Registrar, Chief and Assistant Librarian, General Service, Purchaser, Accountant, Vocational Counselor and Workshop Technician. The last were TVET Reform External Advisors (Foreigners) which have influence in the process particularly, German Advisors who advice Engineering Capacity Building Programme (ECBP) working in the Ministry of Education and Addis Ababa Education Bureau. In all the cases, selection of these respondents was based on their experience, appropriateness and relevance to the purpose of the study.

Table 3: Teaching and Management and Administrative Staff by Sex and Age

No.	Respondents	Sex			Age						
		M	F	Total	25 & below	26-35	36-45	46-55	55 & above	Total	
1	Teachers/ Trainers	F	94	21	115	16	72	17	8	2	115
		%	81.7	18.3	100	13.9	62.9	14.8	7.0	1.7	100
2	Management	F	48	24	72	12	39	11	8	2	72
		%	66.7	33.3	100	16.7	54.2	15.3	11.1	2.8	100
Total		No.	142	45	187	28	111	28	16	4	187
		%	75.9	24.1	100	15	59.4	15	8.6	2.1	100

As shown in Table 3, out of the total respondents, 76% (142) are male and 24% (45) were female. In terms of age structure, out of the total respondents, 15% (28) were 25 years and below, 59% (111) respondents were between 26 and 35 years of age and the remaining 15%

(28), 8.6% (11) and 2.1% (4) were 36-45, 46-55 and 55 and above years of age respectively. Therefore, it was observed that 74.4% (139) of teachers/trainer and management administrative staff that were below 36 can be categorized under middle age group.

Furthermore, an effort was also made to get the general impression of the work experience of the concerned personnel. Hence, the following feed back was obtained.

Table 4: Years of Service in Teaching, Management and Administrative Position

No.	Related Position	Years of Service									
		Less than 1		1-5		6-10		11-15		16 and above	
		F	%	F	%	F	%	F	%	F	%
1	Teaching staff	9	7.8	70	60.9	25	21.7	4	3.5	7	6.1
2	Management staff	11	15.3	36	50	18	25	1	1.4	6	8.3
Total Teachers		No.= 115 % = 100									
Total Management		No = 72 % = 100									

As indicated in Table 4, while only 7.8% (9) of the teaching and 15.3% (11) of the respondents had one and below year of service, most of the teaching and the management and administrative staff 60.9% (70) and 50% (36) had 1-5 years of experience respectively on their current position. The rest 31.3% (36) and 34.7% (25) of teaching and management and administrative staff had 6 years and above six years of services respectively.

Table 5: Year of Service in the Colleges and Type of Employment

No.	Respondent	Service Year										Type of Employment			
		Less than 1 year		1 year		2 years		3 years		4 years and above		Permanent		Part time	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Teachers/Trainer	42	36.5	12	10.4	36	31.3	13	11.3	12	10.4	56	48.7	59	51.3
2	Management & Adm.	11	15.3	36	50	18	25	1	1.4	6	8.3	63	87.5	9	12.5
Total teachers		No. = 115 % = 100													
Total Management		No. = 72 % = 100													

As indicated in Table 5, out of the total group of respondents, 78.2% (90) of teaching and 90.3% (65) of the management and administrative staff had two and less than two years of employment experiences in their colleges respectively. The rest, 21.7% (25) of the teaching and 9.7% (7) of the management and administrative staffs had three and above years of service in their colleges. If we compare Table 4 and Table 5, therefore, it could be observed

that despite the 1-5 years of experience both groups had in their respective fields, the duration in which they stayed in their current college was very limited; i.e, two and less than two years of services.

In terms of type of their employment, 48.7% (59) of teachers and 87.5% (63) of management and administrative staff were employed on permanent bases and 51.3% (59) and 12.5% (9) of teachers and management staff were employed on part-time bases respectively. In this regard, however, the accreditation guideline states that training institutions should employ 70% of their teaching staff on regular bases so as to be accredited. On the other hand, the data results indicated that (48.7%) of teaching staff were employed on permanent bases.

4.2 Analysis of Data

The following section of the paper, presents the analysis and interpretation of the data from different dimensions.

4.1.1 Teachers' Pedagogical Skill, World of Work Experience and Qualification

Tables 6 and 7 tried to look at three important components of the teaching profession; i.e. pedagogical skills, world of work experience and their qualification. Accordingly, the following data was obtained.

4.2.1.1 Teachers/Trainers Pedagogical Skill and World of Work Experience

In this sub-section, the researcher tried to assess whether or not the teachers/trainers had pedagogical training, their mechanism of maintaining their professional adequacy by improving their current status and their background knowledge and experience in the actual world of work for which they were preparing the trainees/students.

Table 6: Teachers/Trainers Pedagogical Skill, World of Work Experience and Qualification

1. Did you get Pedagogical Training?	F	%
a) Yes	45	39.1
b) No	70	60.9
Total	115	100
2. For question number "1" above, if your respond is "No", how do you up-grade your teaching profession?		
a) Through reading	36	51.43
b) By consulting work-mates	6	8.57
c) Through short term training	5	7.14
d) Through experience	23	32.86
e) Other responses	-	-
Total	70	100
3. For question number "1" above, if your respond is "Yes", when did you get the training?		
a) Before I start teaching profession	43	95.56
b) After I start teaching profession but, in an other institution	2	.44
c) After I start teaching profession, in this college	-	-
Total	45	100
4. Do you have experience from industry or service giving organization?		
a) Yes	33	28.7
b) No	82	71.3
Total	115	100

As indicated in Table 6 of the total respondents, 60.9% (70) of them did not have any pedagogical training. Out of these respondents, 51.43% (36) of them up graded their teaching profession through reading. The other 8.57% (6) of them tried to maintain their professional adequacy by consulting their work-mates, 32.86% (23) of them claimed to upgrade their profession through experience and only 4.3% (5) of them stated to attain it through short term training. On the other hand, out of those who stated to have pedagogical training, almost all 95.56% (43) of them asserted that they got the training before they started teaching profession; i.e. in the pre-service training. Therefore, it was observed that the colleges were less concerned on giving on-the- job training even if most of them have less experience in their respective colleges.

Concerning their world or work experience, out of the total respondents, 71.3% (82) did not have any experience in industry or service giving sector. The remaining, 28.7% (33) of teaching staff had world of work experience.



Figure 1: Teachers/Trainers Having Pedagogical Skill

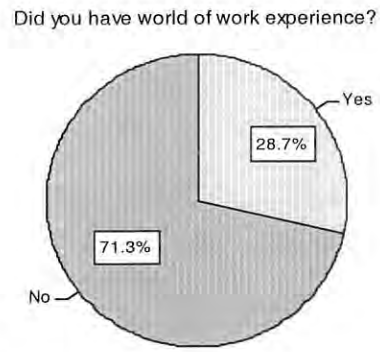


Figure 2: Teachers/Trainers Having and World of Work Experience

Though any accredited TVET institution was required to fulfill a minimum of 50% teaching staff having pedagogical skill as well as 1 year company or service giving organization work experience as per the demand of the accreditation guideline, nearly 70% of teachers who were teaching business occupations in accredited private TVET colleges did not have pedagogical skill. Similarly, 71.3% (82) of these teachers did not have world of work experience. This major discrepancy was clearly revealed through the figures (pie chart graphs) 1 and 2. Besides, 92.8% of teaching staff were not given short term training while they tried to up grade their teaching profession through reading, consulting work mates and experiences.

4.2.1.2 Teachers/Trainers Educational Qualification

In addition, the following information was also obtained in relation to the educational qualification of the teachers/trainers, the management and administrative staff.

Table 7: Educational Qualification of TVET Teachers/Trainers, Management and Administrative Staff

Respondents	Level of education								Total	
	M.A/MSc. and above		BA		Diploma		Certificate			
	F	%	F	%	F	%	F	%	F	%
Teachers/Trainers	23	20	81	70.4	10	8.7	1	0.9	115	100
Management and Administrative	14	19.4	15	20.8	36	50	7	9.7	72	100
Total	37	19.8	96	51.3	46	24.6	8	4.3	187	100

As depicted in Table 7, of the total teaching staff 20% (23) had masters' degree, 70.4% (81) had first degree, 8.7% (10) had diploma and .9% (1) were certificate holders. Regarding the qualification of TVET teaching staff, although the accreditation guideline requires minimum of 50% degree and 50% masters holders, these colleges had only 23% (20) masters degree holders and even to the contrary 9.6% of diploma and certificate level teachers. Hence, based on the data given, accredited private TVET colleges did not fulfill the required standard set by accrediting authority. Therefore, could it be said that, there was a problem in the implementation of the accreditation guideline. Graphical representation of Teachers'/Trainers qualification has shown below.

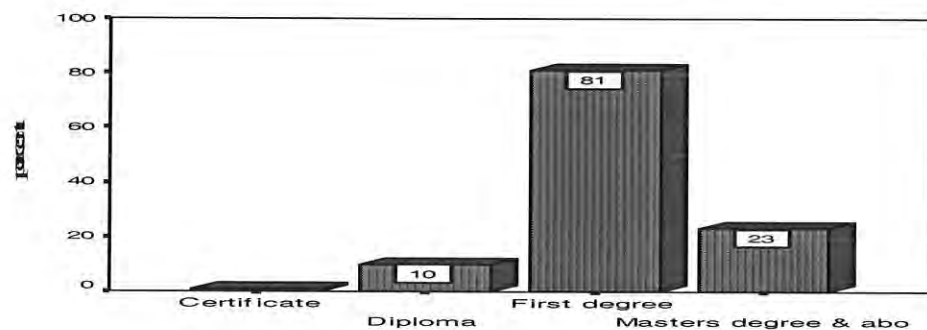


Figure 3: Educational Qualification Levels of Teachers/Trainers

Regarding to the Management and Administrative staff, 19.4% (14) masters' degree, 20.8% (15) first degree, 50% (36) diploma and 9.7% (7) were certificate holders.

4.2.2. Library Service and Qualification of Librarian

In regard to the input the students/trainees should get from the programme, the condition of the libraries of the training colleges had also been evaluated since the accreditation guideline gave them due concern:

Table 8: Library Service Hours and Qualification Level of Librarians

Items		Library Service Hours							
		8hrs		10hrs		12hrs		14hrs & above	
		F	%	F	%	F	%	F	%
For how long the library gives service for students/trainees, teachers and administrative staff?									
1.	Teachers	13	11.3	33	28.7	55	47.8	11	9.6
2.	Management & Administrative	9	12.5	18	25	43	59.7	2	2.8
Total		22	11.8	51	27.3	98	52.4	13	7
Not responded = 3 (1.6%)									
Educational qualification of librarian No. = 13		Qualification level							
		M.A/MSc.		B.A		Diploma		Certificate	
		No.	%	No.	%	No.	%	No.	%
		-	-	2	15.4	5	38.5	6	46.2

As indicated in Table 8, in regard to library service time in a day, 11.8% (22) of the total respondents said 8 hours, 27.3% (51) replied 10 hours, 52.4% (98) responded 12 hours and 7% (13) answer 14 hours and above. Although the 52.4% (98) of the aggregate respondents said it was 12 hours, it could be concluded that the data was varied unlike a programme governed by one controlling or supervisory body and which was evaluated by one guideline. In addition, the responses of 39.1% (73) which says 8 and 10 hours seemed to indicate that the requirement of the Accreditation Guideline was not met since it demands a full day and evening service for both the regular and extension students.

Regarding their qualification level, 15.4% (2) of the librarians were first degree, 38.5% (5) were diploma and 46.2% (6) were certificate holders. This implied that the librarians of the private TVET College were not qualified since 46.2% of them were certificate level. Regarding this, the irony was the Addis Ababa Education Bureau TVET Branch Officials, who had the power to enact the law, also revealed during the interview session of the research that the majority of the accredited private TVET colleges lacked qualified or professional librarians in their colleges. However, the document analysis of the document in AAEB did not give any clue about the qualification level of the librarian except that the colleges had these personnel. In regard to the documents in the colleges in this regard, the colleges were less cooperative to show their documents of the employees work contact.

4.2.3 Training Policies, Guidelines and Other Facilities

The other area of assessment which the research tried to address was the issues of policies, guidelines and other facilities.

4.2.3 Training Policies and Guidelines

Availability of adequate training policies and guidelines in the TVET institution was one of the requirements mentioned in the Accreditation Guidelines. In this regard, the extent to which these training policies and guidelines were available in the accredited private TVET colleges was rated by respondents using the five point Likert Scale. These are: Very Adequate (5), Adequate (4), Undecided which shows neutral value (3), Inadequate (2) and Not Available (1). For the purpose of analysis, the responses were rated as 4.5 and above as "Very Adequate", 3.5-4.49 as "Adequate", 2.5-3.49 as "Undecided", 1.5-2.49 as "Inadequate" and 0.05-1.49 as "Not Available". In addition, although the rating was applicable for both the responses of the teachers/ trainers, management and the administrative staff, looking at the responses of both groups first independently and then together were important. Thus, the feedback of the teachers/trainers was as follows:

Table 9.1 Group Statistics for Training Policies and Guidelines – Teaching Staff

No.	Availability and Degree of Adequacy of Training Policies and Guidelines	Respondents in Rating Scale									
		Teaching Staff									
		Very Adequate		Adequate		Undecided		Inadequate		Not available	
		F	%	F	%	F	%	F	%	F	%
1	TVET Curriculum Guide in each Occupation	1	.9	13	11.3	67	58.3	31	27	3	2.6
2	TVET Proclamation	5	4.3	28	24.3	46	40	22	19.1	14	12.2
3	TVET Strategy	6	5.2	21	18.3	39	33.9	36	31.3	13	11.3
4	Training and Administration Guidelines	2	1.7	22	19.1	34	29.6	41	35.7	16	13.9
5	Training and Various payment guidelines	4	3.5	21	18.3	36	31.3	39	33.9	15	13
6	Recruitment and placement guidelines for trainees	4	3.5	34	29.6	41	35.7	24	20.0	12	10.4
7	Class Promotion guidelines	3	2.6	39	33.9	44	38.3	22	19.1	7	6.1
8	Guidelines of trainees' rights and obligations	6	5.2	20	17.4	48	41.7	25	21.7	16	13.9
9	Apprenticeship guidelines	5	4.3	22	19.1	33	28.7	41	35.7	14	12.2
10	Guidelines for property management	5	4.3	12	10.3	41	35.7	41	35.7	16	13.9
11	Qualification and accreditation guidelines	7	6.1	26	22.6	43	37.4	28	24.3	11	9.6
12	Certification guidelines	9	7.8	31	27	35	30.4	27	23.5	13	11.3
13	Admission criteria	7	6.1	22	19.1	25	21.7	53	46.1	8	7
14	Guidelines of trainees guidance and counseling services	7	6.1	23	20	43	37.4	23	20	19	16.5
15	Training courses and programmes	13	11.3	30	26.1	28	24.3	34	29.6	10	8.7
16	List of equipment and tools	5	4.3	25	21.7	28	24.3	44	38.3	13	11.3

As it can be observed from Table 9.1, regarding indicating the availability and its degree of existence of the training policies and guidelines, significant number of teachers/trainers were not able to decide whether the aforementioned materials were adequately available or not since they opted for the alternative “Undecided”. This figure ranges from 21.7 % (25) to 41.7 % (48) except for TVET Guideline which has 58 % (67) of the same response. In addition, in regard to the guidelines of the TVET Curriculum, TVET Strategy, Training and Administration, Various Payments, Apprenticeship, Property Management, Admission Criteria, and List of Equipment and Tools the number of respondents who replied that the number of the guidelines was “Inadequate” was greater than the sum of those who replied “Very Adequate” and “Adequate”.

Besides, if we closely look at the above exceptions, the sum of the number of respondents who answered “Not Available” and “Inadequate” was greater than the sum of those who answered “Very Adequate” and “Adequate” for all guidelines, except recruitment and placement and class promotion guidelines.

However, the number of respondents who answered “Not Adequate” and “Not available was equal to those who answered “Very Adequate” and “Adequate” for the Certification Guideline (both category was 34.8%). The only Guideline that has significant number of respondents greater than the sum of the two negative values (25.2%) was the Classroom Promotion Guidelines (36.5% very adequate and adequate). Accordingly, as to the responses of the teachers, it was hardly possible to say the requirement of the Accreditation Guideline was fulfilled since it demands the availability of these guidelines in adequate number.

Nevertheless, the responses of the Management and Administrative staff were different from that of the teaching staff in this regard. The responses of the management and administrative staff were organized as follow:

Table 9.2 Training Policies and Guidelines- Management and Administrative Staff

No.	Availability and Degree of Adequacy of Training policies and guidelines	Respondents in Rating Scale									
		Management and Administrative Staff									
		Very Adequate		Adequate		Un- Decided		In-Adequate		Not Available	
		F	%	F	%	F	%	F	%	F	%
1	TVET Curriculum Guide in each Occupation	20	27.8	36	50	15	20.8	-	-	1	1.4
2	TVET Proclamation	17	23.6	22	30.6	24	33.3	8	11.1	1	1.4
3	TVET Strategy	16	22.2	25	34.7	24	33.3	6	8.3	1	1.4
4	Administration Guidelines	17	23.6	33	45.8	12	16.7	8	11.1	2	2.8
5	Various payment guidelines	18	25	37	51.4	8	11.1	6	8.3	3	4.2
6	Recruitment and placement guidelines for trainees	15	20.8	35	48.6	12	16.7	6	8.3	4	5.6
7	Class Promotion guidelines	19	26.4	39	54.2	10	13.9	3	4.2	1	1.4
8	Guidelines of trainees' rights and obligations	21	29.2	32	44.4	12	16.7	5	6.9	2	2.8
9	Apprenticeship guidelines	-	-	21	29.2	29	40.3	12	16.7	10	13.9
10	Guidelines for property management	-	-	24	33.3	34	47.2	8	11.1	6	8.3
11	Qualification and accreditation guidelines	1	1.4	18	25	27	37.5	14	19.4	12	16.7
12	Certification guidelines	-	-	18	25	29	40.3	14	19.4	11	15.3
13	Admission criteria	1	1.4	18	25	40	55.6	11	15.3	2	2.8
14	Guidelines of trainees guidance and counseling services	-	-	11	15.3	24	33.3	20	27.8	17	23.6
15	Training courses and programmes	-	-	15	20.8	25	34.7	11	15.3	21	29.2
16	List of equipment and tools	-	-	16	22.2	20	27.8	12	16.7	24	33.3

Regarding the response of the management and administrative staff, although their answers significantly tilted towards the positive value particularly for some of the items 1-8; namely, guidelines of curriculum 77.8%, proclamation 54.2%, strategy 56.9%, administration guidelines 69.4% and various payments 76.4%, recruitment and placement of students/trainees 69.4%, class promotion 80.6% and trainees rights and obligations 73.4%, there were insignificant percentage of responses that range between 1.4%-5.6% which states that these guidelines were not available.

Unlike the previously stated guidelines, significant percentage of the respondents were not able to decide whether or not the guidelines of Apprenticeship (40.3%), property management (47.2%), qualification and accreditation (37.5%), certification (40.3%), and admission criteria (55.6%) were available in their training colleges. The other irony here was 47.2% and 55.6% of the management and administrative respondents, which was nearly half, did not know whether they have adequate or not adequate guidelines for property management and admission criteria respectively.

Contrary to the first category of this analysis of Table 9.2, however, the guidelines of trainees' guidance and counseling services (51.4%), training course and programmes (44.5%) and list of equipment and tools (50%) were ranked towards the negative, i.e. inadequate and not available, with the stated value.

Furthermore, to merge the above two Tables (9.1 and 9.2) into one table so as to critically look at their values side-by-side presenting a table that showed the mean value and standard deviation of each group was found to be important. To this end, Table 9.3 was presented.

Table 9.3: Group Statistics for Training Policies and Guidelines- Teaching, Management and Administrative Staff

Variables	Group	Number	Mean	Std. Deviation	Std. Error Mean
The availability of adequate TVET Curriculum guides for each occupation	Teaching	115	2.81	.70	6.52E-02
	Mgt. &Adm.	72	4.03	.79	9.27E-02
The availability of adequate TVET Proclamations	Teaching	115	2.90	1.05	9.75E-02
	Mgt. &Adm.	72	3.64	1.01	.12
The availability of adequate TVET Strategy document	Teaching	115	2.75	1.05	9.79E-02
	Mgt. &Adm.	72	3.68	.96	.11
The availability of adequate training and administration guidelines used for trainees	Teaching	115	2.59	1.01	9.40E-02
	Mgt. &Adm.	72	3.76	1.03	.12
The availability of adequate training and various payment guidelines	Teaching	115	2.65	1.03	9.65E-02
	Mgt. &Adm.	72	3.85	1.03	.12
The availability of adequate recruitment and admission guidelines	Teaching	115	2.95	1.03	9.63E-02
	Mgt. &Adm.	72	3.71	1.07	.13
The availability of adequate class promotion guidelines	Teaching	115	3.08	.94	8.75E-02
	Mgt. &Adm.	72	4.00	.84	9.89E-02
The availability of adequate trainees' rights and obligations guidelines	Teaching	115	2.78	1.06	9.86E-02
	Mgt. &Adm.	72	3.90	1.00	.12
The availability of adequate apprenticeship guidelines	Teaching	115	2.68	1.06	9.85E-02
	Mgt. &Adm.	72	2.85	1.00	.12
The availability of adequate property management guidelines	Teaching	115	2.56	1.00	9.34E-02
	Mgt. &Adm.	72	3.06	.89	.10
The availability of adequate qualification and accreditation guidelines	Teaching	115	2.91	1.05	9.77E-02
	Mgt. &Adm.	71	2.72	1.03	.12
The availability of adequate certification guidelines	Teaching	115	2.97	1.13	.11
	Mgt. &Adm.	72	2.75	1.00	.12
The availability of adequate admission criteria guidelines	Teaching	115	2.71	1.05	9.79E-02
	Mgt. &Adm.	72	3.07	.76	8.92E-02
The availability of adequate guidance and counseling service guidelines	Teaching	115	2.79	1.13	.11
	Mgt. &Adm.	72	2.40	1.02	.12
The availability of adequate training courses and programmes for the middle level training	Teaching	115	3.02	1.17	.11
	Mgt. &Adm.	72	2.47	1.13	.13
The availability of adequate list of equipment and tools for the middle level training	Teaching	115	2.70	1.07	9.97E-02
	Mgt. &Adm.	72	2.39	1.17	.14

As seen from the Table 9.3, the responses of the teaching staff had some variations even at the face value of the table. To give critical and statistical analysis of the responses of the two groups, however, inclusion of another table, Table 9.4 which incorporates the t-value, mean difference, standard error of difference and the confidence interval was of vital importance. Thus, Table 9.4 was presented as follows:

Table 9.4: Independent Samples T-test for Training Policies and Guidelines— for the Teaching, Management Administrative Staff

Variables	T-test for Equality of Means						
	T-value	df	P-value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
TVET Curriculum Guides	-11.048	185	.000	-1.22	.11	-1.44	-1.00
TVET Proclamations	-4.788	185	.000	-.74	.16	-1.05	-.44
TVET Strategy document	-6.103	185	.000	-.93	.15	-1.23	-.63
Administration guidelines	-7.684	185	.000	-1.17	.15	-1.47	-.87
Various payment guidelines	-7.698	185	.000	-1.20	.16	-1.50	-.89
Recruitment and placement guidelines	-4.836	185	.000	-.76	.16	-1.07	-.45
The availability of adequate class promotion guidelines	-6.805	185	.000	-.92	.14	-1.19	-.65
The availability of adequate trainees' rights and obligations guidelines	-7.207	185	.000	-1.12	.16	-1.43	-.81
The availability of adequate apprenticeship guidelines	-1.086	185	.279	-.17	.16	-.48	.14
The availability of adequate property management guidelines	-3.462	185	.001	-.50	.14	-.78	-.21
The availability of adequate qualification and accreditation guidelines	1.239	184	.217	.19	.16	-.12	.50
The availability of adequate certification guidelines	1.321	185	.188	.22	.16	-.11	.54
The availability of adequate admission criteria guidelines	-2.502	185	.013	-.36	.14	-.64	-7.54E-02
The availability of adequate guidance and counseling service guidelines	2.380	185	.018	.39	.16	6.65E-02	.71
The availability of adequate training courses and programmes for the middle level training	3.146	185	.002	.55	.17	.20	.89
The availability of adequate list of equipment and tools for the middle level training	1.841	185	.067	.31	.17	-2.20E-02	.64

P is significant at alpha level (<0.05)

As can be seen from Tables 9.3 and 9.4, the availability and degree of adequacy of Training Policies and Guidelines which incorporates about 16 items was rated as “Undecided” with average mean value < 3.5 by teaching staff for all the items. On the other hand, the management and administrative respondents’ data result showed “Adequate” with their mean value ranging between 3.3—4.49 for the availability of TVET Curriculum Guide, TVET Proclamation, TVET Strategy, Administration Guidelines, Various Payment Guidelines, Recruitment and Placement of Students Guideline, Class Promotion and Rights and Obligation Guideline. In this regard, the p-value result for the above mentioned policies and guidelines document was less than 0.05 (0.000) implying that there was statistically significant mean difference between the perception of the teaching staff and the management and administrative staff.

As to the view of both respondents, the results of the availability and adequacy of Guidelines for Apprenticeship, Qualification and Accreditation, Property Management, Admission Criteria, Certification Guidelines and List of Equipment and Tools showed “Undecided” with mean value between 2.5-3.4. Moreover, the p-value result between the two groups of respondents was greater than 0.05 implying that statistically insignificant mean difference among the perception of the teaching and the management and administrative staff.

On the other hand, the availability for Guidelines for Guidance and Counseling and List of Training Course and Programmes were rated “Undecided” by the teaching staff and “Inadequate” by the management and administrative staff. Moreover, the p-value result between the two groups of respondent showed less than 0.05 implying that statistically significant mean difference exists between the perception of teaching staff and management and administrative staff.

In regard to the aforementioned documents, the document analysis of the researcher did not come up with any kind of information or trace about the existence of any of the above documents in all the TVET Colleges under study. Although many respondents replied that they have the guidelines either because of the respondent lacked the required genuineness or they were not cooperative considering it as a secret document the document analysis tool did not bring about the required result in this regard.

However, in an effort of the researcher to record these guidelines and policy documents in the observation checklist, although ten of the colleges had TVET curriculum guidelines in their libraries, none of them had seven modules of accounting, nine modules of marketing, seven modules of purchasing, seven modules of secretarial science and office management and nine modules of human resource management that are required from level I to level III of the programme. In addition, only one copy of the TVET strategy and the qualification and accreditation guideline each were available in five and seven libraries of the colleges respectively.

Hence, in spite of the responses of some of the management and administrative staff which was rated as “Adequate” for some of the guidelines, the inability of most of the teaching staff to determine the adequacy or not of the guidelines coupled with the uncertainty of few of the management and administrative staff which in all cases was supported by the observation

checklist and document analysis ascertained that these documents were hardly available in the accredited TVET colleges in the form or number they were wanted to be there by the Accreditation Guideline.

4.2.4 Training Equipment and Technologies

Availability of adequate training equipment in the private accredited TVET College was another measurement instrument mentioned as a standard in the Accreditation Guidelines. In this regard, the extent to which adequate training equipment and technologies were available in the accredited private TVET colleges was rated by respondents by using the five point Likert Scale. These are: More than Adequate (5), Adequate (4), and Undecided shows neutral value (3), Inadequate (2) and Not Available (1). For the purpose of analysis, the responses were rated as 4.5 and above as “More than adequate”, 3.5-4.49 as “Adequate”, 2.5-3.49 as “Undetermined”, 1.5-2.49 as “Inadequate” and 0.05-1.49 as “Not Available”. The feedback of the respondents was tabulated as follows:

Table 10.1: Group Statistics for Training Equipment and Technologies

Variable	Group	No.	Mean	Std. Deviation	Std. Error Mean
Computers for training purposes	Teaching	115	2.67	.80	7.48E-02
	Management	72	3.06	.73	8.60E-02
Amharic Typewriters for training purpose	Teaching	115	2.43	.86	8.02E-02
	Management	72	2.81	.97	.11
English Typewriters for training purpose	Teaching	115	2.43	.85	7.92E-02
	Management	72	2.75	.99	.12
Internet connection for training purpose	Teaching	115	2.33	.92	8.62E-02
	Management	72	2.68	.82	9.65E-02
Overhead projector	Teaching	115	1.50	.85	7.94E-02
	Management	72	1.63	.90	.11

Although Table 10.1 presents the mean value, standard deviation and standard error of each mean, this information was not adequate to say about each value. Hence, Table 10.2 presents the independent t-test which includes t-test for equality of means which includes, t-value, the degree of freedom, significance, mean difference, the standard error difference, the 95% confidence interval so as to look and analyze the issue in depth.

Table 10.2: Independent Samples T -test for Training Equipment and Technologies

Variables	T-test for Equality of Means						
	T-value	df	P-value	Mean Difference	Std. Error Diff.	95% Confidence Interval of the Difference	
						Lower	Upper
Computers for training	-3.313	185	.001	-.39	.12	-.62	-.16
Amharic Typewriters	-2.726	185	.007	-.37	.14	-.64	-.10
English Typewriters	-2.316	185	.022	-.32	.14	-.58	-4.67E-02
Internet for training purpose	-2.631	185	.009	-.35	.13	-.61	-8.76E-02
Overhead projector	-.991	185	.323	-.13	.13	-.39	.13

P is significant at alpha level (<0.05)

As indicated in Table 10.2, the response for the availability and adequacy of training equipment and technologies implied that computers used for training and administrative purposes were rated “Undecided” with mean value of 2.67 for the teaching staff and 3.06 for the management and administrative staff. With regard to Amharic Typewriters, English Typewriters, Internet Connection and Overhead Projector/s, the teaching staff data results showed “Inadequate” with mean value of 2.43, 2.43, 2.33 and 1.50 respectively. Similarly, with respect to management and administrative staff, except for Overhead Projector, the data results showed “Undecided” with the mean value of 2.81, 2.75 and 2.68 for these items respectively. The p-value between the two groups of respondent result was shown as less than 0.05 for Computers, Amharic Typewriters, English typewriters and Internet Connection which was statistically significant mean difference unlike that of Overhead Projector.

In both cases, the data result for the availability of overhead projector showed “In adequate” with mean value of 1.50 for teaching staff and 1.63 for management and administrative staff. The p-value of the two group of respondents result also showed greater than 0.05 implying that statistically insignificant mean difference among the perception of teaching staff and management and administrative staff.

The researcher had attempted to study the degree of availability of the training equipment and technologies through the document analysis by looking at the documents of either the store keeper or the technician and the telephone bill from the administrator. All the colleges were not willing to show these documents. During the interview session of the researcher with the experts of AAEB on the problems of the accreditation process, the experts stated that major problems in majority of accredited private TVET colleges were lack of adequate computers with accessories, typewriters, internet connection, model office for secretarial science, model

shops for marketing, and model bank and insurance for banking and insurance that could be utilized for training purpose. Moreover, findings of the document analysis confirmed these issues.

From the above data therefore, it was possible to deduce that training facilities in majority of accredited private TVET colleges in Addis Ababa City seemed inadequate by large despite the existence of some items with positive value of the management and administrative staff which was supported neither by the interview nor document analysis. Therefore, majority of accredited private TVET colleges in Addis Ababa City Administration did not full fill the standard criteria set by accrediting body in this regard.

4.2.5 Training Infrastructure and Facilities

One of the requirements of the TVET colleges in the process of accreditation was their institutional capacity. In this regard, the assessment included availability and adequacy of training inputs such as class rooms; library with books and journals and which were relevant to the given training, the up-to-datedness in their edition, and their presence in proportion to the number of trainees (35 different kinds of reference materials per trainee); the presence of toilet for trainers/instructors and students/trainees; training tools and equipment required for each training type; consumable materials; and office for teachers/trainers and administrative staff.

Since these materials and/ or conditions were considered as standards in the accreditation guidelines, the extent to which these infrastructure requirements were adequately available in the accredited private TVET colleges was rated by respondents using the five point Likert Scale as More than Adequate (5), Adequate (4), Undecided which shows neutral value (3), Inadequate (2) and Not Available (1). For the purpose of analysis, the responses were rated as 4.5 and above as “More than Adequate”, 3.5-4.49 as “Adequate”, 2.5-3.49 as “Undecided”, 1.5-2.49 as “Inadequate” and 0.05-1.49 as “Not available”. In line with this, the feedback obtained was organized in the following table:

Table 11.1: Adequacy of Training Infrastructure and Facilities

Availability and degree of adequacy of training infrastructure	Response in Fating Scale														Ave. mean
	Teaching Staff							Management & Adm. Staff							
	5	4	3	2	1	Mean	Stand Div.	5	4	3	2	1	Mean	Stand Div.	
Class/training rooms	9	49	50	7	-	3.52	.73	-	55	-	17	-	3.53	.86	3.53
Books and journals in the library	7	12	56	39	1	2.87	.84	-	12	49	10	1	3.00	.61	2.94
a) Relevance	10	23	66	14	2	3.22	.84	-	11	41	19	1	2.86	.68	3.04
b) Recent edition	5	14	42	53	1	2.73	.85	-	15	37	18	2	2.90	.75	2.82
c) Proportion to trainees	Toilet														
a) Men Instructors	11	45	39	13	7	3.35	1.01	-	12	42	17	1	2.9	.67	3.18
b) Female Instructors	14	50	37	10	4	3.52	.94	-	11	43	17	1	2.89	.66	3.28
c) Men students	6	50	49	10	-	3.45	.73	-	10	44	17	1	2.88	.65	3.23
d) Female students	14	43	44	14	-	2.50	.86	-	13	38	19	2	2.86	.74	2.64
Tools and equipments in the Store	-	65	35	8	7	3.37	.86	9	47	8	7	1	3.78	.84	3.53
Consumable materials and supplies	-	21	41	41	12	2.62	.90	10	49	11	1	1	3.92	.69	3.12
a) Office for Instructors	-	12	26	51	26	2.21	.91	9	44	13	4	2	3.75	.85	2.80
b) Office for Administrative staff	-	16	62	26	11	2.72	.82	15	46	7	3	1	3.99	.78	3.21

Although Table 11.1 gave a good picture of the responses of both teaching and the management and administrative staff, in terms of the mean value, standard deviation for each item and group in addition to the average mean, including the analysis of this table to the next table, Table 11.2, gave us a better picture and more information about the interpretation of the tables.

Table 11.2: Independent Sample T- test for Training Infrastructure and Facilities

Variables	T-test for Equality of Means						
	T-value	df	P-value	Mean Difference	Std. Error Diff.	95% Confidence Interval of the Difference	
						Lower	Upper
Training rooms	-.051	185	.959	-6.04E-03	.12	-.24	.23
Relevant books and journals in the library	-1.141	185	.255	-.13	.11	-.36	9.51E-02
Recent edition of books and journals in the library	3.045	185	.003	.36	.12	.13	.59
Books and journals in proportion to trainees in the library	-1.407	185	.161	-.17	.12	-.41	6.94E-02
Toilets for men instructors	3.329	185	.001	.45	.13	.18	.71
Toilets for female instructors	4.989	185	.000	.63	.13	.38	.88
Toilets for men students	5.495	185	.000	.58	.11	.37	.78
Toilets for female students	-2.978	185	.003	-.37	.12	-.61	-.12
Tools and equipment in the store for training purpose	-3.142	185	.002	-.40	.13	-.66	-.15
Consumable materials used for training purpose	-10.448	185	.000	-1.30	.12	-1.54	-1.05
Offices for instructors	-11.526	185	.000	-1.54	.13	-1.81	-1.28
Offices for management administrative staff	-10.443	185	.000	-1.26	.12	-1.50	-1.03

P is significant at alpha level (<0.05)

As indicated in Table 11.1 and 11.2, both types of data result showed that there were adequate class/training rooms in the TVET colleges with mean value of 3.52 of teaching staff and 3.53 of management and administrative staff with average mean value of 3.53 for both groups. Moreover, the p-value between the two groups of respondent result showed greater than 0.05 (.959) implied that there was statistically insignificant mean difference among the perception of teaching staff and management and administrative staff. This indicated that both groups of respondents gave more or less similar response, i.e., availability of adequate classes or training rooms.

In regard to the availability of library and its adequacy of books and journals in terms of relevance, up-to-datedness or recent edition and proportionality to the number of students/trainees, the data results obtained from both groups of respondents indicated that the required situations were “Undecided” with mean value of 2.87, 3.22 and 2.73 in teaching staff and 3.00, 2.86 and 2.90 in management and administrative staff respectively for both.

Moreover, the p-value between the two groups of respondents for books and journal in terms of their relevance and their proportion to the number of students/ trainees the data result showed greater than 0.05 (.255 and .161 respectively) which imply statistically insignificant mean difference among the perception of teaching staff and the management and administrative staff. Nevertheless, the data result of books and journal in relation to the up-to-datedness of their edition, the p-values showed less than .05 (.003). This implies that the data result of both groups of respondents was statistically significant mean difference which indicated that the views of both groups contradicted to each other.

Moreover, the researcher made further investigation on document analysis and observation check list whether recent and relevant books and reference materials in business occupation were available in proportion to the total number of trainees/students in the college or not. In an effort of the researcher to ascertain the number of books and journals by document analysis, the documents of the colleges in the AAEB indicated that there were books and journals that range from 4,000 – 6,500. This information, however, was given by the colleges and it was not confirmed by the accrediting body. Besides, the stated number was not divided in the subjects. In addition, in an attempt made to quantify their discrepancy, the researcher was not successful since some of the libraries were not willing to show their documents and even few of them claiming that they have borrowed many books to the students and the teachers. Thus, it was concluded that they were inadequate in terms of their number, up-to-datedness of their edition and relevance.

Regarding the availability of toilets for men and female teachers as well as men and female students, except the mean value of the toilet for female teachers (3.52) which was responded by the teaching staff, the feedback indicated “Undecided” for all with mean value less than 3.5. Moreover, the p-value between the two groups of respondent result shows less than 0.05 which implied that there was statistically significant mean difference between the perception of teaching staff and the management and administrative staff in the availability and adequacy of toilets in the colleges. This indicated that both groups of respondents respond differently with the inadequacy of toilets in the colleges. As to the requirement of the Accrediting Guideline, therefore, the objective was not fulfilled although the observation checklist supports their physical presence in which the researcher was not able to say adequate or not.

In addition, the degree to which tools, equipment and consumable training materials were available in these colleges was also rated by the respondents. Accordingly, “Undecided” data results were seen for teaching staff with mean value of 3.37 for tools and equipment and 2.62 for consumable materials, while the data result of management and administrative showed adequate with mean value of 3.78 and 3.92 respectively. To resolve the disparity, the researcher asked some of the colleges which did not run distance education and degree programmes for purchase document of consumable materials of the current year. The effort, however, was futile since they were not willing to show their documents.

Furthermore, the research had attempted to assess the degree to which the standards in regard to space and physical facilities for sports, first aid kits, fire extinguisher and clinic were seen. The following table summarizes the feedback:

Table 12: Availability of Trainees’ Service Facilities in the College

No.	Facilities	Respondent											
		Teaching staff						Management and administrative staff					
		Available		Not available		Total		Available		Not available		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Sport and physical activities	10	8.7	105	91.3	115	100	10	13.9	62	86.1	72	100
	a) Place												
	b) Facilities	8	6.9	107	91.1	115	100	14	19.5	58	80.6	72	100
2	First aid kit in each workshop	14	12.2	101	87.8	115	100	25	34.7	47	65.3	72	100
3	Fire extinguisher in each workshop	12	10.4	112	89.6	115	100	30	41.7	42	58.3	72	100
4	Clinic	6	5.2	107	94.8	115	100	8	11.1	64	88.9	72	100

As indicated in Table 12, for the question asked for the availability and facilities of sport and physical activity, first aid kits, fire extinguisher in each work shops and clinic in the training colleges both group of respondents responded that such kind of training facilities were not available in the college. With regard to place and facilities for sport and physical activities most of, 91.3% (105) and 91.1% (107) of teaching staff respectively and 86.1% (62) and 80.6% (58) management and administrative staff respectively responded that there is no place and facilities for sport and physical activities in the training colleges. Very few, 8.7% (10) and 6.9% (8) of teaching staff and 13.9% (10) and 19.5% (14) of management and

administrative staff respectively responded that there were a place and facilities for sport and physical activities in the colleges.

With regard to the availability of fire extinguisher in each workshop, majority of 89.6% (112) of teaching staff and 58.3% (42) of management and administrative staff respectively responded that there was no fire extinguisher in each workshop. Very few, 10.4% (12), of teaching staff and 41.7% (30) of management and administrative staff respectively responded that there was fire extinguisher in each workshop. The observation checklist, however, didn't support the existence of this material in the workshops although its importance to the trainings of vocational trades was not very clear to the researcher.

For the question asked whether the training college had clinic which serves trainees/students or not, almost all respondents 94.8% (107) of teaching staff and 88.9% (64) of management and administrative staff responded there was no clinic in the college. While, very few 5.2% (6), of teaching staff and 11.1% (8) of management and administrative staff responded that the colleges had clinic. The observation checklist does not support this claim in all the colleges except one college which had a health center that functions different activity from the requirement of the standard.

With regard to first aid kits in each workshop, 87.8% (101) of teaching staff and 65.3% (47) of management and administrative staff respectively responded that there was no first aid kit in each workshop. Very few, 12.2% (14) of teaching staff and 34.7% (25) of management and administrative staff respectively responded that there was first aid kit in each workshop. Nevertheless, the significance of having this requirement in the vocational colleges was of little value as the evaluation of the researcher.

To summarize, from the data given in Table 11.1, 11.2 and 12, it could be deduced that the majority of private TVET colleges in Addis Ababa do not fulfill basic training infrastructure mentioned in TVET strategy document such as relevant books and reference materials, adequate tools, equipment and consumable materials in the workshops, clinics and/or first aid kits. Particularly, they did not have place for sport and physical activities as it has been proved by the observation checklist. The aggregate results of these situations imply that standards desired to be attained in the accreditation guideline in these regard were not met.

4.2.6 Availability of Management and Administrative Staff

The other requirements of the accreditation process were the availability of management and administrative staff in the TVET institutions. For the sake of convenience, the non teaching staff members were grouped under management and administrative staff. Under management and administration staff were: dean of the TVET College, deputy dean, head of finance and administration and the registrar. Those who were categorized under administrative staff were head librarian and his/her assistant, store keeper, accountant, purchaser, cashier, vocational counselor, workshop technician, health assistant, secretary and other supportive staff. Both group of staffs were mentioned as human power standard of college level TVET institutions in the Accreditation Guidelines and, therefore, were expected to be available in the accredited TVET colleges. In view of this, respondents were requested to respond whether private TVET colleges had the aforementioned management and administrative staffs or not. The findings are as follow:

Table 13: Availability of Management and Administrative Staff

No.	Staff	Respondents											
		Teaching staff N= 115				Management & Adm. Staff N = 72				Total N= 186			
		Available		Not available		Available		Not available		Available		Not available	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Dean	93	80.9	22	19.1	65	90.3	7	9.7	158	84.5	29	15.5
2	Deputy dean	74	64.3	41	35.7	53	73.6	19	26.4	127	67.9	60	32.1
3	Finance and Adm.	113	98.3	2	1.7	72	100	-	-	185	98.9	2	1.1
4	Registrar	114	93.1	1	0.9	72	100	-	-	186	99.5	1	.5
5	Chief librarian	107	93	8	7	72	100	-	-	179	95.7	8	4.3
	Assistant library	104	90.4	11	9.6	72	100	-	-	170	90.9	17	9.1
6	Store keeper	112	97.4	3	2.6	68	94.4	4	5.6	180	96.3	7	3.7
7	Accountant	110	95.7	5	4.3	70	97.2	2	2.8	180	96.3	7	3.7
8	Purchaser	106	92.2	9	7.8	64	88.9	8	11.1	170	90.9	17	9.1
9	Cashier	114	99.1	1	0.9	67	93.1	5	6.9	181	96.8	6	3.2
10	Vocational counselor	46	40	69	60	23	31.9	49	68.1	69	36.9	118	63.1
11	Workshop technician	54	47	61	53	47	65.3	25	34.7	101	54	86	46
12	Health worker	8	7	107	93	2	2.8	70	97.2	10	5.3	117	94.7
13	Secretary	114	99.1	1	0.9	72	100	-	-	186	99.5	1	.5
14	Supportive staff	114	99.1	1	0.9	70	100	-	-	184	98.4	3	1.6

As can be seen from Table 13, in both group majorities, 80.9% (93) and 90.3% (65), of teaching and management and administrative staff respectively responded that there were deans in the colleges. Besides, 64.3% (74) of teaching staff and 73.6% (53) of management and administrative staff replied that there were deputy deans in the colleges. In a like manner, 98.3 (113), 93.1% (114), 93% (107), and 90.4% (104) of teaching staff respectively and also 100% (72) of the management and administrative staff responded that there were finance and administration, registrar, chief and assistant librarian in the colleges. Moreover, about 90% of respondents in both group replied that store keeper, accountant, purchaser, cashier, secretary and supportive staffs were available in the colleges. For the information asked regarding the workshop technicians, 53% (61) of teaching staff responded that there were no workshop technicians in the colleges while 65.3% (47) of management and administrative staff replied that they were available in the college.

The researcher had tried to ascertain the degree to which the aforementioned personnel were available through the document analysis of the colleges particularly by looking at organization structure, job description with assigned personnel and payroll. Although all of the colleges were not willing to give the aforementioned document, it had been discovered that one individual was working on three positions in three of the colleges in the process of distributing and gathering the questionnaire. In addition, some of the teaching staff were working as management and administrative staff in five of the colleges. Concerning this issue, nevertheless, had the Accreditation Guideline offered expertise required in different branches and clearly stated duties and responsibilities like that of Mauritius or had it given organizational chart and duty statement like that of Australia, the problem of identifying the concerned personnel would not have been difficult.

In both group of respondents, 93% (107) of teaching and 97.2% (70) of management and administrative staff responded that there was no health worker in the college. Similarly, the researcher did not find any evidence for the existence of these personnel either during his document analysis or observation except that of one NGO sample college which hardly can be considered as that of the institution. In the same way, the interview result confirmed that there was no health assistant or worker in the Private TVET colleges.

In regard to the availability or not of a vocational counselor, 60% (69) and 68% (49) of the teaching and the management and administrative staff respectively replied that they didn't

have vocational counselor in their colleges. In the same way, the interview the researcher had with the accrediting body or officials from Addis Ababa City Administration Education Bureau TVET Branch on the perceived problems of the accreditation process states this as one problem of the colleges. In addition, the document analysis of this researcher found no trace of the availability of vocational counselor even if 40.0% (46) of the teaching staff and 31.9% (23) of the management and administrative staff say the vocational counselors were available in their training colleges.

As to the findings of the study, therefore, majority of the total percentage of both groups of respondents showed that management and administrative staff were available in the private TVET colleges except, vocational counselor, workshop technician and health worker. However, double and triple responsibility of one individual in relation to the proposed standard that was expected to be the minimum requirement and the unwillingness of the institutions to show their documents made the fulfillment of the requirement dubious.

4.2.7 Evaluation Made by Accrediting Body

As it was mentioned in TVET Proclamation No. 391:43, 2004, “The accrediting authority may follow up and inspect a training institution to ascertain that the institution is providing training in compliance with the conditions applicable to its accreditation and the requirements prescribed for its standard, and to take administrative measures as provided in this proclamation”. Since the law gives this authority to the accrediting body the researcher had attempted to find the evaluation and impression of the stakeholders particularly that of the trainers/teachers and the management and administrative staff since she felt it was very important. Therefore, these informants were asked to evaluate the entire accreditation process and its performers. They were asked to rate whether or not the accreditation focuses on the quality of training process, number of training materials, educational level of the teachers/trainers, professional adequacy of the teachers/trainers, number of teachers available in the training colleges, internal organizational strength of the training colleges and professional adequacy of the evaluators of the accrediting body.

All the seven criteria of evaluation made by accrediting body were rated by respondents by expressing the degree of their agreement using the five point Likert Scale as I fully Agree (5), I Agree by Large (4), I Can't Decide which shows neutral value (3), I Slightly Agree (2) and Don't Agree (1). For the purpose of analysis, the responses were rated as 4.5 and above as “ I

Fully Agree, 3.5-4.49 as “I Agree by Large, 2.5-3.49 as “I Can’t Decide, 1.5-2.49 as I Slightly Agree and 0.05-1.49 as “I Don’t Agree.

Table 14: Evaluation Made by Accrediting Body

No.	Focus area of accreditation procedures	Response in rating scale				Ave. mean	T-value	P-value	Mean diff.
		Teaching Staff N= 115		Mgt. and Adm. Staff N= 72					
		Mean	Std. Dev.	Mean	Std. Dev.				
1	It focuses on the quality of the training process.	1.64	1.00	1.58	.90	1.62	.415	.678	6.01E-02
2	It focuses on the number of training materials in the training colleges.	2.99	1.05	3.75	.93	3.28	-5.028	.000	-.76
3	It focuses on the Educational level of the teachers/trainers.	3.00	1.00	4.35	.82	3.52	-9.570	.000	-1.35
4	It focuses on the professional adequacy of the teacher/ trainer.	1.63	.96	2.03	.86	1.79	-2.842	.005	-.39
5	It focuses on the number of teachers/trainers.	2.81	1.01	3.92	1.07	3.24	-7.139	.000	-1.11
6	It focuses on the strengthening of internal organization of the training colleges.	1.61	.91	2.49	.86	1.95	-6.586	.000	-.88
7	The evaluators of the accreditation process have focuses of professional adequacy of accrediting body.	1.90	1.12	1.78	1.00	1.85	.731	.466	.12

P is significant at alpha level (<0.05)

As indicated in Table 14, for the agreement question asked whether the focus area of evaluation procedure made by accrediting body focused on quality of the training process or not, the data results showed that both respondents replied “I Slightly Agree” to its focus on quality with mean value of 1.64 for teaching staff and 1.58 for management administrative staff. Both groups had the average mean value of 1.62. Thus as to these respondents, the accreditation procedure did not focuses on evaluating the quality of the training process.

Moreover, for the question asked to know the response of the groups whether the accreditation procedure focused on number of training materials or inputs available in the training colleges or not, the teaching staff data result indicated “I Can’t Decide” with mean value of 2.99 and that of the management and administrative staff showed “I Agreed by Large” with mean of 3.75. Thus, although the result of the teaching staff was “Undecided” and less than the average mean value of both, that of the management and administrative staff which was greater than the average value of both 3.28, and which was equal to that of its own

average value, 3.75 indicated “I Agree by large” which means that there was strong belief that the evaluation for accreditation focused on the number of training materials.

In addition, for the question asked whether the accreditation procedure made by accrediting body focused on educational level of the teachers/trainers or not, the teaching staff said “I Partially Agree” with mean value of 3.00 while the management and administrative staffs responded “I Agreed by Large” with mean value of 4.35. As to both groups which had average mean value of 3.52, therefore, significant attention was given to the professional level of the trainers.

Furthermore, for the question asked whether accrediting body focused on professional adequacy of the teachers/trainers during evaluation processes both groups of respondents data results indicated “I Slightly Agree” to the idea with mean value of 1.63 and 2.03 respectively. The average mean value also implied 1.79. From the data results, it was possible to deduce that though teachers’ professional adequacy was written in TVET strategy document as an important component of the programme, due attention was not given to its practicality by the accrediting body in the process of evaluation.

For the question asked whether accrediting body focused on number of the teachers/trainers available in the training colleges or not both groups of respondents’ data results showed “I Can’t Decided” with mean value of 2.81 for teaching staff and “I Agree by Large” for management and administrative staff with mean value of 3.92 unlike that of the professional adequacy of trainers/teachers. The average mean value also implied 3.24 which means “I Can’t Decided”. From the data results it was possible to deduce that the evaluation process made by accrediting body seems that it focuses on the quantity of teachers/trainers available in the college.

Contrary to the number of trainers, for the question asked whether accrediting body focuses on internal organizational strengthens of the training colleges or not, both groups of respondents data results showed “I Slightly Agree “ with mean value of 1.61 by teaching staff and 2.49 by management and administrative staff. The average mean value also implied 1.95. From the data results it was possible to deduce that accreditation procedure does not focus on the organizational strengths of the TVET colleges.

Similar to the internal organizational strength, for the statement given in relation to the professional adequacy of the accrediting body, results of the data of both groups of respondents showed “I Slightly Agree” with a mean value of 1.90 by teaching staff and 1.78 by management and administrative staff. The average mean value also implied 1.85. From the data results it was possible to conclude that accreditation body was not professionally adequate to discharge its responsibility. Therefore, utilization of external resources such as the university and training of the evaluators were some of the best experiences from Philippines to remedy this problem. The other alternative was America’s experience in which power of the accreditation process was devolution/decentralization to non-governmental organizations, professional organizations and regional associations.

Furthermore, the two foreigners (external advisors) of the AAEB and TVET Engineering Capacity Building Programme of the Ministry of Capacity Building, who were responsible for the reform of the TVET Programme, were also made to express their evaluation of the accreditation practice. Accordingly one of the respondents said that, “The process is input based. Beside, it lacks professional accrediting body.” The other foreign expert said, “The accreditation process focuses more on quantity of training materials than quality. Worst of all the evaluators do not check whether those materials are relevant or functional. They just count the number. In addition, the institutions lack management information system.

In regard to this the research had identified some of the best practices of countries that can address both quantity and quality of the accreditation process. These were Colombian experience that strives for quality enhancement rather than quality control, America’s practice that related accreditation to students’ assessment thereby paying due attention to students’ learning and Philippines’ experience in which institutions were reevaluated and awarded for excellence.

Similar to that of the foreigners, the two team leaders and one expert of Addis Ababa Education Bureau TVET Branch and the ECBP TVET Reform Coordinator, the national expert, shared three major ideas as major problems in the realization of the accreditation practice. These were lack of professionally adequate experts to undertake the responsibility of the accreditation effectively and efficiently, the focus of the accreditation process only on the number of training materials and shortage of qualified personnel and training equipment and tools of the training institutions.

4.2.8 Assistance Given by Accrediting Body

In the process of the implementing the Accreditation Guidelines, it was natural that the accrediting body and the institution to be accredited interact for a purpose. In this interaction, the research had attempted to identify if the law enacting body, the accrediting authority offered professional assistance that enhanced the quality of the training. Some of the following possible forms of assistance: Providing further training of trainers, support and facilitation of access to credit, tax and custom incentives were suggested as options to be chosen from. The table below depicts the feedbacks in the following manner.

Table 15: Type of Assistance Given by Accrediting Body

Item	Respondents				Total	
	Teaching		Management			
	F	%	F	%	F	%
What type of assistance does the college get from the accrediting body?						
a) Financial	-	-	-	-	-	-
b) Facilitating training materials for tax exception	1	0.9	1	1.4	2	1.1
c) Professional counseling service	34	29.6	46	63.9	80	42.8
d) Has never got any type of assistance	19	16.5	7	9.7	26	13.9
e) I don't know	61	53	18	25	79	42.2

As shown in Table 15, for the question asked of the type of assistance given by accrediting body, 63.9% (46) of management and administrative staff and 29.6% (34) of the teaching staff responded that training colleges got professional counseling services while majority 53% (61) of teaching staff and 25% (18) of the management and administrative staff responded that they didn't know the type of assistant given to training colleges. To the contrary, 16.5% (19) and 9.7% (7) of the teaching and management and administrative staff respectively stated that they "Have Never Got Any Type of Assistance". This implied that majority of teachers and some of the management and administrative staff of the private TVET colleges of Addis Ababa still did not get awareness to get access to the chance their colleagues were obtaining. In addition, this situation implied that the evaluation process was less supportive to the professionals whose impact had direct bearing on quality. The figure 4 (pie chart) which shown below implies the percentage of respondents who have some or no information about the activity of accrediting body.

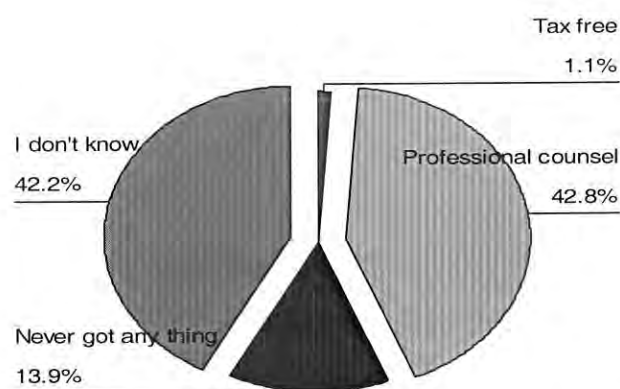


Figure 4: Type of Assistance Given by Accrediting Body

Finally, almost none .9% (1) of teaching and 1.4% (1) of management and administrative staff responded that accrediting body facilitates the conditions in which the colleges got training equipment from exemption of tax. However, this research can not deduce the result of this finding as weakness of the colleges or the accrediting body since it depends on the financial capacity of the colleges. Nevertheless, from the data given it was possible to conclude that significant number of professionals either lacked the information or missed the chance of assistance. The accrediting body also mainly involved in professional support.

4.2.9 Value of Accrediting Training Institutions

To assess the response of the respondents on the value of accrediting training institutions, information was gathered from the respondents in the colleges. They were also asked the reason why accreditation is necessary using open ended question. The summary is given below:

Table 16: Value of Accrediting Training Institutions

Item	Respondents				Total			
	Teaching		Management		Yes		No	
	F	%	F	%	F	%	F	%
Do you think that accreditation should exist as a system?								
a) Yes	111	96.5	70	97.2	181	96.8	-	-
b) No	4	3.5	2	2.8	-	-	6	3.2

Based on the Table 16, for the question asked about the necessity of accrediting training institutions, majority of 96.5% (111) of teaching staff and 97.2% (70) of management and administrative staff responded that accrediting training institutions was valuable while very few 3.5% (4) and 2.8% (2) of both groups respectively stated that accrediting training institutions was not valuable.

For the total respondents, 96.8% (181) who answered that the accrediting process was valuable, open ended questions were asked on the reason why accrediting training institutions were worthy.

Out of its benefit that was elicited from both groups, 46.9% of the responses indicated that it helps in maintaining the quality of education. The others, 14.4% said it helps to produce qualified human power. The others, its expansion of job opportunities, its help for the expansion and development of training institutions, its value in separating strong institutions from the weak ones and its developing the national economy represented 9.8%, 7.8%, 7.4% and 7.2% of the responses respectively.

The other group responded that since training institutions were interested to be known by public they would be motivated to meet accreditation standard; therefore, they would equip their training institutions with the necessary facilities (human, material and financial) and this results in improving quality of the training.

In an effort made to identify the problems of the accreditation process through open ended questions so as to identify factors that affect the accreditation process, this research had obtained a lot of information. Out of diversified responses obtained, low qualification level of the professionals, allocation of few number of training to perform the task, failure to give professional assistance, lack of transparency in the system and inadequate controlling and supervision rate 13%, 11%, 15.9% 7.7% and 7.7% of the responded respectively. The others, delance of the process, corruption and partiality, its focus on input also rate 7.2%, 11.6% and 5.8% of the responded respectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The aim of this study was to assess the accreditation practice as the process of maintaining standards in non public TVET colleges in Addis Ababa City Administration. In order to achieve the purpose of this study, the following basic questions were raised;

- Do accredited Private TVET colleges meet the standards required by the accreditation guideline?
- What are the factors that affect the implementation of the accreditation practice?
- How do training providers perceive having accreditation as a system?

The research design utilized in this study was descriptive survey method. The study was conducted using questionnaires, interviews, observation and document analysis as data gathering tools. All the tools were piloted and necessary changes had been made before the major study. Three categories of respondents were involved in this study. These were the concerned personnel from the Accrediting Body (such as Managers and the Experts), Program Implementers which include Teachers/Trainers and Institutional Management and Administrative Staff, and the TVET reform external advisors (Foreigners) which have influence in the process particularly, German advisors who advice Engineering Capacity Building Programme (ECBP) working in the Ministry of Education and Addis Ababa Education Bureau. While systematic sampling was used for the selection of the subjects of the study, availability and purposive sampling were used for the respondents.

The study was carried out in ten Accredited Private TVET Colleges in Addis Ababa City Administration Offering Business Trades. Accordingly, 200 copies of questionnaire were distributed to the two categories of respondents in the training colleges. However, for various reasons the anticipated number of the questionnaire was not returned from teachers/trainers. The rate of return was 93.5% (115) for teachers/trainers and 100% (72) for management and administrative staff. In regard to interview, Representatives of Addis Ababa City Administration Education Bureau, Department of Formal Vocational Education

and Training (TVET) Programme, Representative of TVET System Development and Capacity Building, in the Ministry of Education; Representative of ECBP in the Ministry of Capacity Building that is responsible for TVET Reform; ECBP TVET reform external coordinator (foreigner) for TVET reform in the Ministry of Education; and ECBP TVET reform external advisor (foreigner) for TVET reform in the Addis Ababa Education Bureau were incorporated and the necessary information was gathered.

The data obtained from different sources were analyzed using tables, pie charts and bar graph. The statistical tools employed in analysis of data in this research were percentage, mean, average mean, and t-test. Accordingly, the summary, conclusions and recommendation of this study are presented below:

5.1 Summary of the Major Findings

Depending on the results of the analysis made, the following major findings were obtained and summarized as follows:

5.1.1 Characteristics of Respondents

Majority of the total respondents (75.9%) were male and categorized below 35 (74.4%) years of age. In addition, most of the teaching and the management and administrative staff 60.9% (70) and 50% (36) had 1-5 years of experience respectively on their current position. The rest, 31.3% (36) and 34.7% (25) of teaching and management and administrative staff have 6 and above years of services respectively. However, 78.2% (90) of teaching and 90.3% (65) of the management and administrative staff had two and less than two years of employment experiences in their colleges respectively.

5.1.2. Requirements of the Accreditation Guidelines

5.1.2.1 Among the respondents, 60.9% (70) of the teachers/trainers did not have pedagogical training. Out of teachers/trainers who had no pedagogical training, only 7.14% (5) of them had up-graded their teaching profession through short term training. The rest, 92.86% (65) of them had up-graded through reading, consulting work-mates and through experience. Similarly, although the guideline demands one year of experience in industry or service giving sector, i.e., world of work, for which the students/ trainees were prepared, 71.3% (82) of the teachers/trainers did not

fulfill this requirement. In addition, unlike the requirement of the guideline which recommends, 50% M.A./MSc. degree holders as teachers, only 20% (23) of them were of this level. The other part of this, 9.6% (11), were still diploma and certificate holders. In this regard, however, the colleges had 70.4% (81) B.A./B.Sc. holders and which seems to be adequate qualification standard for this level according to the recommendation of UNESCO for the time being.

- 5.1.2.2 The other aspect of the guideline which was assessed in the training colleges was the library service hours and qualification level of librarians. In relation to the working hours of the library, the research obtained diversified results unlike institutions measured by one guideline. Concerning the qualification of the librarians, 84.7% of the librarians were diploma and certificate holders. In this regard, however, all the colleges were expected to have a qualified librarian with his/her assistant as to the requirement of the accreditation guideline. During the interview session the researcher had with the experts from Addis Ababa Education Bureau of TVET Branch, lack of qualified librarian in the accredited TVET Colleges was mentioned as one of the problems they observed.
- 5.1.2.3 In regards to the training policies, guidelines directives and curriculum materials, there was strong variation between the responses of the teaching and the management and administrative staffs. The responses of the management and administrative staff indicated positive response for some of the guidelines while that of the teaching staff was either negative or neutral. Despite the variation we had and the claims of the management and administrative staff, the document analysis did not support the availability of one of the 16 listed guidelines, although the observation checklist had identified some few and others incomplete (as a package) items in the libraries of three colleges out of the ten subjects.
- 5.1.5. With regard to the availability and adequacy of training equipment and technologies, the availability of computers was rated “Undecided” by both groups with mean value of 3.06 for the management and administrative and 2.67 for the teaching staff. While the value of overhead projector was extremely inadequate, that of Amharic and English Typewriters and Internet connection were “Undecided” with mean value ranging between 2.33 and 2.81. The last session of the interview conducted with

concerned officials of Addis Ababa Education Bureau TVET Branch, where the experts discussed about problems, asserted the same problem with an inclusion of absence of model shops and bank and insurance for their respective fields.

5.1.2.4 Concerning the infrastructure of the colleges or their institutional capacity, both groups of respondents, the observation checklist and the interview results ascertained adequate availability of classrooms and the presence of libraries in all the TVET colleges. The findings of the questionnaire of both groups however, did not decide either positively or negatively for the relevance, up-to-datedness and proportionality of the books and journals. The responses of both groups are also not statistically significant for relevance and proportionality except for up-to-datedness. Nevertheless, triangulation of this study in this regard was not successful for the fact that the librarians were not cooperative to show their documents. In relation to other aspects of the infrastructure, toilets, except toilets for female teachers, those of the male and female students and male teachers were not adequate. In regard to the tools and equipment that were available in the store, there was a disparity between responses of both groups. While, the teaching staff said “Undecided”, the others said, “Adequate. Similar to the above case, the observation checklist did not solve the difference for lack of cooperation. On the other hand, the requirement of the sport and physical facilities were “Inadequate” and were negatively responded by both groups of respondents.

5.1.2.5 With regard to the management and administrative staff, the findings of the questionnaire indicated that all the required management and administrative staff members were available in the colleges except the health worker, and the vocational counselor. Nevertheless, the researcher had discovered that one individual was functioning on three different posts in three of the colleges. In five colleges, some of the teaching staff were working as management and administrative personnel. In regard to the exceptions, while more than 90% of both groups of respondents indicated that the health workers were not available, this figure decreased to nearly 60% for the vocational counselors. The fact that the colleges were not cooperative to show their document of organizational structure, division of work for each position and name of the assigned personnel and their payroll in addition to the discovery of the researcher about their double or triple role that they did not disclose in the

questionnaire, escalated the suspicion of the availability of the required personnel in the way it was wanted to be.

5.1.3 Factors that Affect the Accreditation Process

5.1.3.1 In regard to the evaluation process, all the respondents of both groups “Slightly Agree” that the evaluation focused on quality with average mean value of 1.62. Similarly, the interview conducted with both foreign experts also conform that it didn’t focus on quality. Similarly, the focus of the evaluation on professional adequacy of the teachers and the strengthening of internal adequacy of college were also graded negatively by both groups with average mean value of 1.79 and 1.95 respectively. Concerning identifying whether the process focused on the number of training material, although the mean value of teaching staff (2.99) did not decide it, that of the management and administrative staff (3.75) asserted that it focused on number of training materials. The focus of the process on the number of the teachers and their educational levels had significant mean values of 2.81 and 3.0 for teachers respectively which were in the range of “Undecided” and 3.92 and 4.35 respectively which were in the range of “I Agree by Large” for the management and administrative staff.

5.1.3.2 In relation to the quality of the accreditation practice and adequacy of the evaluators, the two interviewed foreigners (external advisors) and the four coordinators and senior experts shared a lot in common. They all stated that the accreditation practice focused on quantity of items; thus, it is input based, that the accrediting body didn’t have adequately qualified personnel in the required number and that there was poor or no information management system that makes access to information hardly possible. Concerning the professional adequacy of the evaluators, the findings indicated negative value for both groups with average mean value of 1.85. In this regard, the interview conducted with experts of Addis Ababa Education Bureau TVET Branch also confirmed shortage of human power to discharge the responsibility.

5.1.3.3 In an effort to evaluate the relation between the accrediting and the accredited body that is revealed in provision of assistance to the accredited body, majority 53% (61) of teaching staff responded that they didn’t know the type of assistance given to

training colleges, 63.9% of the management and administrative staff stated that they only got professional and counseling service.

5.1.3.4 In an effort made to identify the problems of the accreditation process through open ended questions so as to identify factors that affect the accreditation process, low qualification level of the professionals, allocation of few number of training to perform the task, failure to give professional assistance, lack of transparency in the system and inadequate controlling and supervision rate 13%, 11%, 15.9% 7.7% and 7.7% of the responses respectively. The others, delaince of the process, corruption and partiality, its focus on input also rate 7.2%, 11.6% and 5.8% of the responses respectively

5.1.4 Evaluation of the Accreditation Practice in Light of the Experience of Others

America's experience of decentralization of the accreditation process and related accreditation to students' assessment; Colombia's lesson of striving for quality enhancement and the two dimensions of accreditations; Australia's practice of having two standards, namely, Standard for Registered Training Organization and Standard for State and Territory or Course Accrediting Bodies and effective management information system; Philippines' award for excellence and utilization of external resource and Mauritius' value and attention given to self evaluation, clearly stated duties and responsibilities and financial resources and viability statement are some of the lessons obtained.

5.1.5 About Having Accreditation as a System

In attempt made to assess the perception of the teaching and the management and administrative staff about having accreditation as a system, nearly all respondents (96.8%) from both groups of all training colleges believed that having or conducting accreditation was valuable. Out of this, 46.9% of the responses indicated that it helps in maintaining the quality of education. The others, 14.4% say it helps to produce qualified human power. The remaining of the responses state, its expansion of job opportunities, its help for the expansion and development of training institutions, its value in separating strong institutions from the weak ones and its developing the national economy represent 9.8%, 7.8%, 7.4% and 7.2% respectively.

5.2 Conclusions

In light of the findings of the study, the following conclusions were drawn:

The Accreditation Guideline requires a teacher/trainer who has technical and pedagogical skills as well as world of work experience which was also supported by UNESCO and other international standard. However, according to these findings, majority of teachers/trainers in accredited private TVET colleges in Addis Ababa had no pedagogical training as well as experience of the work place. Thus, it was likely that the training programmes of these colleges suffer from qualitative inadequacy due to incompetency of the trainers that emanates from lack of knowledge and skills in the aforementioned areas. Therefore, it could be concluded that majority of teachers/trainers in accredited private TVET colleges in Addis Ababa did not fulfill the minimum requirements that enable them provide adequate training and which are recommended on the accreditation guideline. Despite the necessity of having qualified and experienced librarians in the training colleges, majority of the head and assistant librarians in private TVET colleges of Addis Ababa had less qualification and work experience. As a result, accredited TVET colleges in Addis Ababa are likely to give inadequate service and exhibit poor documentation system.

The Accreditation Guideline demands the availability of adequate training policies, guidelines, directives and curriculum materials as input of the programme. However, the private training colleges did not fulfill these requirements. Similarly, although the accredited TVET colleges were expected to have adequate training equipment and technologies for all trades they conduct training, it was found out that these colleges did not fulfill these requirements.

In spite of having adequate classrooms and existence of library in all the private colleges, the relevance, up-to-datedness and proportionality of books and journals were not up to the requirement. This situation, coupled with lack of the necessary curriculum guidelines, could probably jeopardize the quality of the training program despite having the standard to realize it. In the same way, requirement of the Accreditation Guideline to have organization structure with recommended posts that were likely to facilitate the training programme was not fulfilled. It was found out that some of the positions were either vacant or covered by personnel having double and triple responsibilities. Even if these situations may reduce the

cost of training institutions, it could hinder the opportunity of getting the necessary support from the management and administrative staff. Hence, it was likely that the smooth flow of the training process was interrupted and the required input was either missing or delayed with its own negative impact on the process.

Furthermore, the Accreditation Guideline states that the rationale of having the accreditation system is in maintaining standard so as to attain the required quality. However, it was found out that the evaluation process did not foster and encourage aspiring for quality. Similarly, professional adequacy of the teachers and strengthening internal adequacy of the institutions were not paid attention to. On top of that, despite the demand of the Accreditation Guideline to maintain standard, the research has diagnosed that the law enacting body, the accrediting body, didn't have well qualified personnel. Thus, it was likely that the accrediting body checks the physical facilities and counts or measures items or things that were quantifiable, the major requirement of the accreditation guideline. Hence, this makes the accreditation practice focus on quantity without due concern for quality.

Moreover, lack of effective management information system was the other major problem the research has identified. In nearly all colleges of the study, access to information in relation to the number of trainees, the trainers, the management and administrative staff, the facilities, the equipment and other related issues was very difficult or impossible. The international experience also supports the fulfillment of this information system. The other lessons obtained from this study had identified the problems of less focus on quality, lack of mechanism to compensate for qualified personnel, absence of a reward system and failure to assess financial and overall capacity of institutions had been identified as some of the lessons.

Finally, information gathered on the perception of the training providers, the TVET colleges, about having the accreditation system was very positive and encouraging despite some of their dissatisfactions in the process. Nevertheless, the desire of having accreditation as a process did not guarantee maintaining of standard that helps maintaining quality. Despite the existence of the Accreditation Guideline and various efforts made to realize it, it was found that the private TVET Colleges that offer training in Business Trades did not meet standard expected to be retained.

5.2 RECOMMENDATIONS

Depending on the above findings, the research offers the following recommendations.

5.2.1 The Accreditation Guideline demands the availability of 50% M.A./MSc. and 50% B.A./BSc. holders of trainers/teachers in each training college. However, according to the international standards and recommendations of international institutions such as UNESCO, B.A. or equivalent level qualification with pedagogical training and world of work experience is adequate. Therefore, revisiting the following situations will be important in this regard.

- i) Requiring 50% M.A./MSc. holders for college level training institutions seems to be over demanding as to the finding of the study and the present educational level as well as educational opportunities available in the country. Thus, although institutions should be urged to upgrade their 9.6% diploma and certificate holders, B.A./BSc. qualification level of teachers seems to be reasonable to be stated minimum level qualification of teachers for this level at present. However, the quality implication of this issue can be revised later with the development of the country.
- ii) Professional quality and adequacy of teachers is one of the most important requirements of a training programme in order to get competent graduates. However, since majority of the teaching staff lack pedagogical training that facilitates their effective and successful imparting of the expected knowledge and skill of the programme, providing this training for their teaching staff in a form of on-job-training is of vital importance. Designing experience sharing programmes with companies or service giving sector also solves the problems of lack of world of work experience. Thus, the accrediting body which has a power to maintain standard should make strict supervision in this regard so that the accredited colleges create a mechanism of staff development policy (experience of Mauritius) for their trainers.

5.3.2 Although the Accreditation Guideline demands qualified librarians, the accredited private TVET colleges lack this requirement in most cases. Even if it might be

difficult to conclude that the unwillingness of the librarians to offer clear and ample information about the situation of their libraries was due to their under qualification, there was also a possibility of looking at this problem from this dimension with less certainty. On top of that, the trainees do not get the required support that is expected to be obtained from qualified librarians. Therefore, making the colleges fulfill this requirement through in-service training of their existing librarians is important.

- 5.3.3 Although the training colleges are expected to have 16 types of different guidelines, they only fulfill 19% of the requirement in only three colleges. Therefore, since some of the materials such as financial and resource management guidelines are important for effective management of the training institutions and the others such as training of curriculum guidelines have direct relevance to the programme as inputs, colleges should make available these documents in required quantity and quality in their libraries and make them accessible to their concerned personnel.
- 5.3.4 In spite of the requirement of adequate training equipment and technologies that are relevant to their respective courses and which are important to enable the trainees attain the desired skill of the programme, it is found that the accredited TVET colleges lack this requirement. Therefore, conducting strong supervision and creating a mechanism in which these colleges are abided by this guideline will be important so as to offer the training of the required quality.
- 5.3.5 Despite the existence of libraries in all the training colleges, it is found that the libraries do not have relevant and up-to-date reference materials in proportion to the number of their trainees in the required amount. However, in this “Information Age” in which internet technology plays a major role in this regard, the existence of this problem should not be tolerable. Hence, the colleges must be made to look for a means by making available the required books and journals.
- 5.3.6 Even though the TVET colleges are expected to fulfill the managerial and administrative human power need of their training institutions as it is proposed through the Accreditation Guideline, it is found that some of them have given double or triple post to their personnel. However, it might be difficult to say that shouldering double or more responsibilities have affected their performance from this study. Hence, conducting more research in this regard and identifying key positions that

necessarily should be managed by independent personnel and enforcing this as guideline seems to be important. Australia and Mauritius are best examples.

- 5.3.7 Diversified and up-to-date information about training institutions that is accessible to all the beneficiaries and the stakeholders facilitates effective management. Simple and direct access to this information democratize the training system by developing transparency and sense of accountability. It also creates easy mechanism of controlling of any bleaching of requirements of the institutions. Therefore, establishing Management Information System (experience of Australia) and enforcing transparency by law seems desirable since it is likely to reduce the kind of problem this researcher faced – difficulty of access to information.
- 5.3.8 The accredited training colleges and the experts of the accrediting body complain about the quantitative and qualitative inadequacy of accrediting experts. It was found out that the force that is responsible to enact the law of maintaining standard is itself below not only the expectation of the training providers but also requirement of the task. Therefore, sharing the responsibility of accrediting programmes to non-government organizations, professional organizations regional associations (experience of America) seems to solve the problem of this ironical situation.
- 5.3.9 As it is observed from the study, the accreditation system didn't bring about the required standard on the TVET Colleges of Addis Ababa. The training providers and the other category of the respondents of the study also complain that it focuses on quantity rather than quality. Thus, making the system focus on quality and creating a condition in which these institutions strive for better and sustainable quality is a timely demand. To this end, the researcher feels that establishing accreditation mechanisms that focus on developmental award system (experience of Philippines), quality enhancement (experience of Colombia), professional involvement, self and peer evaluation (Experience of Mauritius), students assessment (experience of USA) is likely to make the accreditation practice of better quality.

5.3.10 Despite some comments suggested by different training providers, all the respondents of the study believe that having accrediting system is important. Therefore, revising the existing Accreditation Guideline so that the process focuses on maintaining and developing internal quality of the colleges, creating a mechanism of self-evaluation report of the institution is recommended to be effective for quality enhancement of the colleges. Since all the suggested ideas seems to be important incorporating ideas and finally producing a new guideline that includes the best international experiences including the issue of ethical advertising (experience of Australia) as its components seems to be advisable so as to improve the existing system.

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APPENDICES

Appendix 1: List of Accredited Private TVET Colleges Offering Business Trades in Regular Training Programme in 2006/7

No.	Name of College	Accredited Training Area	Sub-cities	Business Trades	Accredited Year
1	Addis Ababa Tech. and Business College	Accounting, Sales & Banking and Insurance	K/Keranio	3 Trades	18/1/97
2.	Addis College	Accounting, Sales, Purchasing, Secretarial Science & Bank and Insurance	Yeka	5 Trades	7/6/97
3	Admas College	Accounting, Secretarial Science, Purchasing, and Sales (Marketing)	Kirkos	4 Trades	6/1/98
4	Africa Beza College	Secretarial Science	Kirkos	1 Trade	1/2/98
5	Atlanta College	Accounting, Sales and Secretarial Science	Arada	3 Trades	8/2/97
6	Aweliya College	Accounting, and Law,	K/Keranio	1 Trade	25/1/98
7	CPU Business & Computer Technology College	Accounting, and Secretarial Science	Bole	2 Trades	25/11/97
8	Geeji Information Technology College	Secretarial Science, Accounting, Sales and Purchasing	Kirkos	4 Trades	17/6/98
9	Gress Business and Computer Science College	Accounting, Secretarial Science and Sales	Arada	3 Trades	20/4/98
10	Infonet College	Accounting, Bank & Insurance, Sales(Marketing) and Purchasing	Addis Keterna	4 Trades	30/5/99
11	Kokeb Technology & Business College	Accounting, Sales, Purchasing, Secretarial Science and Human Resource Management	Bole	5 Trades	22/7/98
12	Kunuz College	Secretarial Science & Sales	K/Keranio	2 Trades	26/12/96
13	Lifeline College	Accounting, IT, Sales and Secretarial Science	Yeka	3 Trades	12/3/98
14	Mekane Eyesus Management and Leadership College	Accounting and Human Resource Management	Nifasilk Lafto	2 Trades	2/9/98
15	Micro Link Information Technology College	IT, Acct., Bank & Insurance, Secretarial Science and Sales (Marketing)	Gulelle	4 Trades	8/11/97
16	National College	Accounting, Bank & Insurance, Secretarial Science, Sales (Marketing)	Kirkos	4 Trades	12/3/99
17	New Abyssinia College	Accounting, IT, Sales, Purchasing, Secretarial Science and Human Resource Management	Nifas-Silk Lafto	4 Trades	11/1/98
18	New Generation University College	Accounting, Sales and Secretarial Science	Bole	3 Trades	5/9/97
19	Nur-Selam College	Accounting, Secretarial Science, Purchasing, and Sales (Marketing)	Nifas-Silk Lafto	4 Trades	12/3/98
20	Orbit Information Tech. College	Secretarial Science, Accounting & Sales	Kirkos	3 Trades	21/6/99
21	Queens College	Accounting, Sales and Secretarial Science	Arada	3 Trades	17/6/98
22	Rift Valley College	Accounting, Sales and Secretarial Science	Nifasilk-Lafto	3 Trades	23/5/99
23	Roha College	Accounting, Sales and Secretarial Science	Kirkos	3 Trades	6/6/99
24	Royal College	Accounting, Sales and Secretarial Science	Arada	3 Trades	1/2/98
25	St. Merry Catholic College	Accounting, and Secretarial Science	Gulelle	Trades	30/12/98
26	St. Merry University College	Accounting, Sales, and Secretarial Science	Lideta	3 Trades	4/1/98
27	Softnet College	Accounting, Sales, and Secretarial Science	Bole	3 Trades	16/12/97
28	Unity University College	Accounting, Sales, Purchasing, Secretarial Science and Human Resource Management	Bole	5 Trades	8/11/97
29	Universal Technology College	Accounting, Sales, Purchasing, and Secretarial Science	Arada	3 Trades	21/9/98
30	Zega Business College	Accounting	Arada	1 Trade	11/2/97

Source: (AAEB, 2007). Un- published inter office document

Appendix 2: List of Sample Accredited Private TVET Colleges (10+3)

No.	Name of College	Accredited Training Area	Sub-Cities	Accredited year
1	Admas University College	Accounting, Secretarial Science, Purchasing, and Sales (Marketing)	Kirkos	6/1/98
2	Aweliya College	Accounting	K/Keranio	25/1/98
3	Grass Business and Computer Science College	Accounting, Secretarial Science and Sales	Arada	20/4/98
4	Kunuz College	Sec. Science & Sales	K/Keranio	26/12/96
5	Micro Link Information Technology College	IT, Acct., Bank & Insurance, Secretarial Science and Sales	Gullele	8/11/97
6	New Generation University College	Accounting, Sales and Secretarial Science	Bole	5/9/97
7	Queens College	Accounting, Sales and Secretarial Science	Arada	17/6/98
8	Royal College	Accounting, Sales and Secretarial Science	Kirkos	1/2/98
9	Softnet College	Accounting, Sales, and Secretarial Science	Bole	16/12/97
10	Zega Business College	Accounting	Arada	1 Trade

Source: (AAEB, 2007). Un- published inter office document

Appendix 3: General and Specific Accreditation Criteria:

- a. Good performance during the pre-accreditation period;
- b. Provision of secular training;
- c. Appropriate curriculum for the training programme, i.e. one, which meet national standard;
- d. Availability of qualified trainers;
- e. Verification of the fulfillment of the appropriate admission criteria;
- f. Implementation of guidelines and regulations set by TVET management bodies;
- g. Availability of training and management guidelines;
- h. Availability and implementation scheme of a plan for apprenticeship;
- i. The appropriate language of instruction shall be verified.
- j. Physical facilities of training institutions;
- k. Standards for trainers, administration and service personnel;
- l. Admission criteria for trainees (MoE, 2004:11-18).

Appendix 4: Questionnaire to be Filled by Business Teachers

ADDIS ABABA UNIVERSITY POST GRADUATE PROGRAMME BUSINESS EDUCATION DEPARTMENT

A Questionnaire Filled by Business Teachers of Private TVET Colleges

General Information: With this questionnaire the practitioner researcher intends to assess accreditation practice of private colleges. So, please fill all questions genuinely by devoting your time and exerting effort. Your responses will be used only for educational research purpose. Thank you in advance.

Note: Please be aware that there is **no** need of writing your name.

Part One: Personal Profile

Instruction: Read the following items and answer by putting "X" in the space provided. As the need arises, you can also write in full. Please, do not leave the open-ended question unanswered since I have attached a sheet of paper to facilitate things for your valuable response.

Part One: Personal Profile

- Type of teaching profession:
A. Banking and Insurance B. Marketing C. Purchasing D. Accounting
E. Secretarial Science F. Human Resource Management
G. Write if other _____
- Field of Specialization:
A. Business Education B. Marketing Management C. Purchasing
D. Accounting E. Banking and Finance F. Business Management
F. Write if other _____
- Sex: A. Male B. Female
- Age: A. 25 years and below B. 26-35 years C. 36-45 years D. 46-55years
E. 56 years and above
- Qualification level:
A. Certificate B. Diploma C. First Degree
D. Masters Degree and above
E. Write if other _____
- Year of service in teaching in the field of specialization
A. Less than one year B. 1-5 years C. 6-10 years
D. 11-15 years E. 16 years and above
- For how many years have you been employed in this college?
A. Less than 1 year B. 1 year C. 2 years D. 3 years
E. 4 years and above
- Terms of employment: A. Permanent base B. Contract base
- Do you have work experience Industry or Service giving organizations?
A. Yes B. No
- Did you get pedagogical training? A. Yes, I did B. No, I didn't
- If your answer for Question no. 9 is "No", how did you develop your teaching profession?
A. Through reading B. By consulting workmates C. Through short term training
D. Through experience E. Write if any _____
- If your response for question number "9" is "Yes", when did you get the training?

19. Instruction: Please identify and put “X” in the box provided for the availability or not available of the following training inputs in the colleges from 19.1-19.4.

No.	List of Management and Administrative Staff	Available	Not Available
19.1	Sports or physical activities		
	19.1.1 Place		
	19.1.2 Facilities		
19.2	First aid kit in each workshop		
19.3	Fire extinguisher in each workshop		
19.4	Clinic		

20. Instruction: Please rate the availability and degree of sufficiency of the following training machines and technologies and put “X” in the box of your choice for numbers 20.1-20.5

- A. More than sufficient B. Sufficient C. Undecided
D. Insufficient E. Not available at all

No.	Machines and Technologies	A	B	C	D	E
20.1	Model Bank and Insurance (for colleges giving training in Banking and Insurance)					
20.2	Computers for Common Course training					
20.3	Typewriters for: (for colleges giving training in Secretarial Science)					
	20.3.1 For Amharic Training					
	20.3.2 For English Training					
20.4	Internet lines for training purpose					
20.5	Overhead projector					

21. Instruction: Please identify and put “X” in the box provided for the existence or not existence of the following Management and Administrative Staff which listed from 21.1- 21.14.

- A. Available B. Not Available

No.	List of Management and Administrative Staff	Available	Not Available
21.1	Dean/Director of the College		
21.2	Deputy Dean/Director of the College		
21.3	Finance and Administration		
21.4	Registrar		
21.5	Library:		
	21.5.1 Head		
	21.5.2 Assistant		
21.6	Store Keeper		
21.7	Accountant		
21.8	Purchaser		
21.9	Cashier		
21.10	Vocational Counselor		
21.11	Workshop Technician		
21.12	Health worker or dresser		
21.13	Secretary		
21.14	Supportive Staff		

22. Does the College use additional curriculum guide other than the one which has been prepared by the Ministry of Education?

- A. Yes B. No

Part Three: Information related to Accrediting Body and General Information

29. By identifying the **focal area of the accreditation procedure practiced**, rate the degree of your agreement and put "X" mark in the space provided for questions 29.1-29.7.

- A. I fully agree B. I agree by large C. Undecided
 D. I slightly agree E. I don't agree

No.	Item	A	B	C	D	E
29.1	It focuses on the quality of the training process					
29.2	It focuses on the number of the training material					
29.3	It focuses on the educational level of the trainers					
29.4	It focuses on the professional adequacy of the trainers					
29.5	It focuses on the number of the trainers					
29.6	It focuses on the strength of the internal organization of the institutions					
29.7	It focuses on the professional adequacy of the accrediting body					

30. How often is the College evaluated by Accrediting Body (Education Bureau)?

- A. Three times and above B. Twice C. Once D. Not at all
 D. I don't know

31. If your response to no. 31 is "A", "B" and "C", evaluate **appropriateness, relevance, professional analysis made and professional assistance given.**

- A. Excellent B. Very Good C. Good D. Fair E. Poor

No.	Evaluation Process	Excellent	V. good	Good	Fair	Poor
31.1	Appropriateness					
31.2	Relevance					
31.3	Professional Analysis made					
31.4	Professional Assistance given					

32.. What type of assistance does the college get from the Accrediting Body (Ministry of Education or Education Bureau)? (It is possible to answer more than one question.)

- A. Financial assistance
 B. Facilitating things for tax free fixed asses and consumable materials C. Professional counseling service
 D. Has never got any type of assistance E. I don't know

33. As to your understanding, what types of major problems have the existing accreditation process?

34. Do you think that accreditation should exist as a system?

- A. Yes B. No

36. If your response to no. 34 is "Yes", write its benefit

**ADDIS ABABA UNIVERSITY
POST GRADUATE PROGRAMME
BUSINESS EDUCATION DEPARTMENT**

Appendix 5: A Questionnaire filled by Management and Administrative Staff of the Sampled Private TVET Colleges

General Information: With this questionnaire, this researcher intends to assess accreditation practice of private colleges. So, please fill all questions genuinely by devoting your time and exerting effort. Your responses will be used only for educational research purpose. Thank you in advance.

Note:

I kindly remind you that there is **no** need of writing your name.

Part One: Personal Profile

Instruction: Read the following items and answer by putting "X" in the box in front of a word or phrase of your choice. If you have another option, write it in full in the space provided. Please, do not leave the open-ended question unanswered.

1. Job Position: A. Dean B. Deputy Dean C. Finance and Administration
D. Registrar E. Librarian F. General Service
G. Workshop Technician H. Write if other _____
2. Field of Specialization:
A. Business Education B. Educational Planning and Management C. Management
D. Library Science E. Industrial Technology F. Write if other _____
3. Sex: A. Male B. Female
4. Age: A. 25 years and below B. 26-35 years C. 36-45 years
D. 46-55 years E. 56 years and above
5. Qualification level:
A. Certificate B. Diploma C. First Degree
D. Masters Degree and above E. Write if other _____
6. Year of service in present position:
A. Less than one year B. 1-5 years C. 6-10 years
D. 11-15 years E. 16 years and above
7. For how many years have you been employed in this college?
A. Less than one year B. One year C. Two years D. Three years
E. Four years and above
8. Terms of employment: A. Permanent Base B. Contract Base
9. How much are you aware about the implementation of the pre-accreditation and accreditation guideline designed and monitored by the Ministry of Education?
A. Much B. Moderate C. Little D. Very little E. I have no awareness at all

Part Two: Information related to the college

10. Instruction: Please rate the availability degree of adequacy of the following training machines and technologies and put "X" mark in the box provided.

- A. More than Adequate** **B. Adequate** **C. Undecided**
D. Inadequate **E. Not available**

No.	Machines and Technologies	A	B	C	D	E
10.1	Model Bank and Insurance (For the training of Banking and Insurance)					
10.2	Computers for Common Course training					
10.3	Typewriters for (training of Secretarial Science and Office Management): 10.3.1 Amharic Type writers 10.3.2. English Type writers					
10.4	Internet lines for training IT (Information Tech.)					
10.5	Overhead projector					

11. Instruction: Please rate the availability and degree of adequacy of the following training infrastructure and put "X" in the box provided for numbers 11.1-11.7

- A. More than Adequate** **B. Adequate** **C. Undecided**
D. Inadequate **E. Not available**

No.	Infrastructure and Facilities	A	B	C	D	E
11.1	Class/training rooms					
11.2	Books and Journals in the Library:					
	11.2.1 Relevance					
	11.2.2. Recent edition					
	11.2.3 Proportion to trainees					
11.3	Toilet for:					
	11.3.1. Men Instructors					
	11.3.2. Female Instructors					
	11.3.3. Men Students					
	11.3.4. Female Students					
	11.4.2 Facilities					
11.5	Store					
11.6	Consumable training materials					
11.7	Office for:					
	11.7.1. Instructors					
	11.7.2 Administrative staff					

12. Instruction: Please identify and put "X" in the box provided for the availability or not available of the following training inputs in the colleges from 12.1-12.4.

No.	List of Training Inputs	Available	Not Available
12.1	Sports or physical activities		
	12.1.1 Place		
	12.1.2 Facilities		
12.2	First aid kit in each workshop		
12.3	Fire extinguisher in each workshop		
12.4	Clinic		

13. Instruction: Please identify and put “X” in the box provided for the existence or not existence of the following Management and Administrative Staff listed from 13.1-13.14.

No.	List of Management and Administrative Staff	Available	Not Available
13.1	Dean/Director of the College		
13.2	Deputy Dean/Director of the College		
13.3	Finance and Administration		
13.4	Registrar		
13.5	Library: 13.5.1 Head		
	13.3.2 Assistant		
13.6	Store Keeper		
13.7	Accountant		
13.8	Purchaser		
13.9	Cashier		
13.10	Vocational Counselor		
13.11	Workshop Technician		
13.12	Health Worker or Dresser		
13.13	Secretary		
13.14	Supportive Staff		

14. Does the College develop and use additional curriculum guide other than the one which has been prepared by Ministry of Education?
A. Yes B. No
15. Is there a self evaluation system/mechanism in the College?
A. Yes B. No
16. If your response to no. 14 is “Yes”, what does the evaluation include? (Possible to answer more than one question)
A. The teaching/learning process B. Admission issues
C. For customer satisfaction D. Write if other _____ E. All
17. For what purpose(s) is/are the evaluation results used?
A. To re-visit internal activities B. To improve training quality
C. To Promote Admission D. For accreditation
E. Write if other _____ F. All
18. For how long does the library give service? For,
A. 8 hours B. 10 hours C. 12 hours
D. 14 and above hours E. Write if other _____
19. Does the institution give on- the- job training for teaching and administrative staff?
A. Yes it is given for teaching staff B. Yes it is given for administrative staff
C. Not given for teaching staff D. Not given for administrative staff
E. Not given for both
20. For the above question number 18, if your response is “A” and “B”, how many times the training is given?
A. Once B. Twice C. Three times
D. Four times E. Regularly
21. Does the College provide TVET guidelines, strategies and policies for concerned party in the College?
A. More than adequate B. Adequate C. Undecided
D. Very inadequate E. Not given at all

22. Which admission criteria does the college use? (It is possible to respond to more than one option)
- A. Students who scores 2.0 or more
 - B. 10% of the trainees who completed 10+2 and scored more than 75%
 - C. Those who have served in the relevant field of area at least for two years after graduation from 10+2
 - D. All trainees who completed the 10+2 programme
 - E. I don't know
 - F. All
23. Instruction: Please rate the availability and degree of adequacy of the following training policies and guidelines and put "X" mark in the box provided for numbers 23.1-23.14.
- A. Very Adequate
 - B. Adequate
 - C. Undecided
 - D. Inadequate
 - E. Not available

No.	Policies and Guidelines	A	B	C	D	E
23.1	TVET Curriculum Guide for each Occupation					
23.2	TVET Proclamation					
23.3	TVET Strategy					
23.4	Training and Administration Guidelines					
23.5	Training and Various payment guidelines					
23.6	Recruitment and Admission guidelines for trainees					
23.7	Class Promotion guidelines					
23.8	Guidelines of trainees' rights and obligations					
23.9	Apprenticeship guideline					
23.10	Guidelines for properties management					
23.11	Qualification and accreditation guidelines					
23.12	Certification guideline					
23.13	Admission criteria					
23.14	Guidelines of trainees;' guidance and counseling services					
23.15	Training Courses and programmes of the middle level training					
23.16	List of equipment and tools for middle level training					

Part Three: Information related to Accrediting Body and General Information

24. By identifying the **focal area of the accreditation procedure practiced**, rate the degree of your agreement and put "X" mark in the space provided for questions 24.1-24.7.
- A. I fully agree
 - B. I agree by large
 - C. Undecided
 - D. I slightly agree
 - E. I don't agree

No.	Item	A	B	C	D	E
24.1	It focuses on the quality of the training process					
24.2	It focuses on the number of the training material					
24.3	It focuses on the educational level of the trainers					
24.4	It focuses on the professional adequacy of the trainers					
24.5	It focuses on the number of the trainers					
24.6	It focuses on the strength of the internal organization of the institutions					
24.7	It focuses on the professional adequacy of the accrediting body					

25. How often is the College evaluated by the Accrediting Body (Education Bureau)?
- A. Three times and above
 - B. Twice
 - C. Once
 - D. Not at all
 - E. I don't know

26. If your response to no. 25 is “A”, “B” and “C”, evaluate **appropriateness, relevance, professional analysis made** and **professional assistance given** .

A. Excellent B. Very Good C. Good D. Fair E. Poor

No.	Evaluation Process	Excellent	V. good	Good	Fair	Poor
26.1	Appropriateness					
26.2	Relevance					
26.3	Professional Analysis made					
26.4	Professional Assistance given					

27. What type of assistance does the college get from the Accrediting Body (Ministry or Education or Education Bureau) ? (Possible to answer more than one alternative.)
- A. Financial assistance
 - B. Facilitating things for tax free fixed asses and consumable materials
 - C. Professional counseling service
 - D. Has never got any type of assistance E. I don't know
28. As to your understanding, what type of major problem does the existing accreditation process?

29. Do you think that accreditation should exist as a system?

A. Yes B. No

30. If your response to no. 34 is “Yes”, write its benefit

Appendix 6: Structured Interview

Position _____
Division of work _____

Structured Interview for:

1. **TVET Reform officials in Ministry of Education and ECBP Office**
 - i. How do you describe the current Accreditation Practice? Or what are the major areas of the Accreditation Practice?
 - ii. What preparations are made before accrediting TVET Institutions?
 - iii. What major problems are observed during accreditation practice?
 - iv. Is the existing accreditation guideline up-to- the standard and consider the country's existing situation? If no, what is not considered or left behind?

2. **Addis Ababa Education Bureau, TVET Branch Experts**
 - i. What are some of the major areas of the Accrediting Practice?
 - ii. What are the parations that you make before embarking upon the actual accrediting tasks?
 - iii. Is the existing accreditation guideline up-to- the standard and consider the Addis Ababa context? If no, what is not considered or left behind?
 - iv. At what time interval Accredited TVET Colleges are evaluated? Do they get assistance? If yes, what type/s? If not yet evaluated, what is/are the reason/s?

3. **TVET Reform External Coordinators in Ministry of Education and AAEB**
 - i. Do you have some information about the Accreditation system currently in practice in Ethiopia?
 - ii. If yes, how do you evaluate it?
 - iii. Do you think the accreditation guideline evaluates an institution in all aspect? If yes/no, what for instance?
 - iv. What was the involvement of your organization (Gtz.) in designing the accreditation guideline since Gtz. was the counter part before and during the publication of the document?
 - v. What major problems have you observed from is implementation?
 - vi. As a Consultant/Advisor, what do you recommend as the best accreditation system suitable for Ethiopia?

Appendix 7: Document Analysis Checklist

Name of accredited college _____
 Sub city: _____

1. Personal profile

No.	Document in AAEB and the colleges	Teaching staff			Management & Adm. staff		
		Male	Female	Total	Male	Female	Total
1.1.	Sex						
1.2	Qualification						
	Certificate						
	Diploma						
	First degree						
	Masters and above						
1.3	Terms of employment						
	Permanent						
	Part-time						

2. Availability and adequacy of training machines and technologies and models

No.	Documents on the storekeeper/workshop technician	More than adequate	Adequate	Undecided	Inadequate	Not available
2.1	Computers					
2.2	Amharic Typewriters					
2.3	English Typewriters					
2.4	Internet connection (telephone bill)					
2.5	Overhead projector					

3. Availability and not availability of management and administrative staff and others

No.	Documents in AAEB and in the college (work contract, organizational chart and payroll)	Available	Not available	Remark
1	College dean			
2	Deputy dean			
3	Finance and administration			
4	Registrar			
5	Librarian (chief and assistant)			
6	Store keeper			
7	Purchaser			
8	Vocational counselor			
9	Workshop technician			
10	Supportive staff			

4. Availability and adequacy of training infrastructure and other documents

No.	Documents in the library shelves and goods purchased note in the store of the college	More than adequate	Adequate	Undecided	Inadequate	Not available
1	List of Books and journals					
1.1	Relevance					
1.2	Recent edition					
1.3	Proportion to trainees					
2	Consumable training materials					

5. Availability and adequacy of training guidelines and policies documents

No.	Documents in AAEB and goods received note in the store of the college	More than adequate	Adequate	Undetermined	Inadequate	Not available
1	TVET Curriculum guide					
2	TVET proclamation					
3	TVET strategy					
4	Training and administration guideline					
5	Training and various payment					
6	Recruitment and placement guidelines					
7	Class promotion					
8	Student right & obligation					
9	Apprenticeship guideline					
10	Property management guideline					
11	Qualification and accreditation guideline					
12	Certification guideline					
13	Admission criteria					
14	Guidance & counseling guideline					
15	Training course programme					
16	List of equipment and tools					

Appendix 8: Observation Check List

Name of accredited TVET College: _____ Sub City: _____

1. General information

No.	Items	More than sufficient	Sufficient	Undecided	Insufficient	Not available
1	Attractiveness of the college (Compound, trees, flowers, etc)					
2	Access to power supply					
3	Access to water supply					
4	Class room size					
5	Light and ventilation					

2. Availability and adequacy of training infrastructure and facilities

No.	Items	More than adequate	Adequate	Undecided	Inadequate	Not available
1	Class rooms					
2	Books and journals in the library					
2.1	Relevance: Main & supportive					
2.2	Recent edition (Less than 10 years)					
2.3	Proportion to trainees (1:35)					
3	Toilet for:					
3.1	Men Instructors					
3.2	Female Instructors					
3.3	Men students					
3.4	Female student					
5	Consumable training materials					

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Student's Name: Nigist Melaku

Signature: NH

SUBMISSION APPROVAL SHEET

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

Name: Worku Mekonnen.

Title: (Ato)

Signature: W

Date of submission: July / 2007