



Addis Ababa University

College of Education and Behavioral Studies

Department of Educational planning and

Management

**An investigation of Competency Based Assessment Practice and Challenges
in Private TVET Institution in Kolfe Keraniyo Sub City, Addis Ababa**

By

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April, 2021

Addis Ababa, Ethiopia

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Studies of

A Master's thesis submitted to Addis Ababa University, College of Education and Behavioral Studies, in partial fulfillment of the requirements for the degree of Master of arts in Educational Planning and Management

April, 2021
Addis Ababa, Ethiopia

Declaration

I, the under signed, declare that this thesis is my original work and has not been presented for any degree, diploma, fellowship or other similar titles of any other university or institution and that all sources of materials used for this thesis have been dully acknowledged.

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This is to certify that the thesis is prepared by Serkalem Chane : Entitled “Competency Based Assessment Practice and Challenges in Private TVET Institutions in Kolfe Keraniyo Sub City, Addis Ababa”.

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Acronyms and abbreviations

HEO - Higher Education Office

HERQA - Higher Education Relevance and Quality Agency

MoE - Ministry of Education

CBE - Competence-Based Education

CBET - Competence-Based Education and Training

TVET - Technical and Vocational Education and Training

ETQF - Ethiopian TVET Qualifications Framework

NPE - National Policy on Education

ESDP - Education Sustainable Development Policy

OCACC - Occupational Competency Assessment and Certification Center

FDRE - Federal Democratic Republic of Ethiopia

CBA - Competence-Based Assessment

Abstract

The primary aim of this study was to examine the practice and challenges of competency based assessment in private TVET institutions in Kolfe Keraniyo Sub-city, Addis Ababa. The main source of information was trainees and staff of selected private TVET higher education institutions found in Kolfe Keraniyo Sub city. The total population was 604 and the sample size was 235 (38.9% of the population size). Three TVET institutions were selected by purposive sampling technique, and the study participants included 74 trainers, 161 trainees, and 9 assessors and 3 deans. Trainers and assessors were selected by simple random sampling, and trainees by purposive sampling. Each of the deans of the three institutions were considered. Primary Data were collected from trainees, trainers, assessors and deans using questionnaires and interviews. Secondary data were obtained from National Competency Assessment Center assessors. In the analysis of data, descriptive statistics such as frequency, percentages and mean scores were employed. The study showed that it is very difficult to say that the TVET trainers and assessors were adequately trained to effectively handle the teaching duties and roles in competency-based TVET program. Both the assessors and trainers were found to be inexperienced and less efficient to properly conduct activities and provide supportive and timely feedback for trainees. The trainees were found passive, poorly motivated and also less interested for the teaching learning program. Therefore, in order to alleviate the problems associated with human and non-human inputs of training, it is recommended that the Ministry of Education, the regional TVET bureau and TVET colleges should devise ways of securing competent TVET trainer and search for additional inputs in order to lessen the existing severe problems with regard to motivations, assessments, equipment and facilities.

CHAPTER ONE

INTRODUCTION

This chapter consists of the background of the study, statement of the problem including research questions, and objective of the study, significance of the study, scope of the study, delimitation of the study, definition of terms, and organization of the paper.

1.1. Background of the study

It is now more than 60 years since the introduction of competency-based education (CBE) as a formal program in the world. The approach to education started in the United States of America (USA) in the late 1960s. Historically, countries such as the United Kingdom (UK), Germany, Netherlands, and Australia have implemented a competency-based education approach. However, the way in which the approach has been adopted differs from one country to another depending on the historical, social, economic, and technological advancement of the respective country (Rutayuga, 2014). The CBET is favored due to the claim that it has significance in the development of science and technology, specifically in training trainees in aspects that are in line with occupational and job skills; hence, producing graduates who are more competent as per employer's needs (Rutayuga, 2014). The CBET approach was successful in most of the European countries specifically, in producing competent graduates. Due to this success, some African countries including South Africa, Malawi, Ghana, Ethiopia, and Tanzania started to adopt it (Rutayuga, 2014, Okoye and Michael, 2015).

As Atakilty Occupational assessment and certification guidance and knowledge, skills, and perspectives should be process incorporated in conjunction with the CBET approach. In the guidelines, MOE accreditation is the standard for determining individual eligibility, and in assessments and accreditations in all industry sectors, a wide range of national professional assignments to competence standards of varying levels of competence. Must be based. The guidelines also require that the necessary knowledge, skills, and proper work ethic be met, as well as according to industry standards (MoE, 2010). Assessment refers to the processes and methods used to assess learning outcome achievements of participants (Mackenzie and Rose-Anne, 2009, p. 60) Assessment and certification as a process affects or shapes the operations and

performance of TVET institutions by giving a direct signal and by facilitating the structuring of knowledge (Crraddock, 2009). This indicates that competence is expected to be the main criteria against which assessment and certification will be effected. Identifying the factors that affect learning outcome achievements following the input-process-output model seems to have focused on factors that are dominantly internal to a TVET institution. Assessment has long been recognized as maintaining a central position in trainees' learning (Craddock and Mathias, 2009). Mode of assessment can also have a powerful influence on the learning behavior of trainees (Biggs and Tang, 2007) and assessing the performance of trainees is one of the most important activities of instructors (Trotter, 2006). The question of delivering high quality technical and vocational training has now become an issue in Ethiopian TVET system. This includes also assessment of TVET graduates, who have to go through official assessment of their skills as described below.

Assessment and certification, the national TVET strategy envisages that occupational (competence or standards-based) assessment will be conducted internally by TVET institutions. Externally by accredited assessors in accredited assessment centers in all occupational qualifications at all levels of the ETQF. Assessments are designed specifically to assess the mastery of each competency; thus trainees receive either a pass/fail following assessment. Because assessments are the means set in place to monitor the progress of trainees as they proceed to meet the objectives of a course. External assessments will be followed by certification upon passing the assessment. The strategy stipulates that TVET authorities at the Federal level are responsible for designing and regulating the system while TVET authorities at the regional state level are responsible for ensuring proper implementation of the system by state TVET centers of competence (MoE, 2008).

The implementation of TVET assessment has not been yielding the expected outcome and results. This is due to the fact that the aims and objectives of TVET as enshrined in the National Policy on Education (NPE) has not been met. Because according to 2009 A.Y. TVET agency report 130,259 TNG49682 (38.1%) competent and 80577(61.6%) incompetent from 2012 A.Y. 144, 373 TNG only 69,825(48.5%) competent and 74,548(51.64%) are incompetent. This could be explained by the persistent petition by the labor market, that graduates (TVET graduate inclusive) do not possess employable skills which could be traced to the implementation of the

educational curriculum. The other problems that need attention are ineffectiveness of competency-based TVET curriculum, inadequate competence of training providers, meager integration between outcome-based TVET system education/training, and assessment (, 2016). Moreover, there is a need to give more attention to individualized feedback (Rainwater, 2016), workplace requirements (which are the final benchmarks of training and learning), and balance between theory and practice by most of the trainers (Edukans Foundation, 2009).

Therefore, this study tries to assess the major factors (challenges) that influence competence-based assessment on TVET trainees enrolled in Kolfe Keraniyo Sub City.

1.2. Statement of the problem

During the years 2004 –2009, the average annual increase in enrolment in TVET in Ethiopia was 30.5% (MoE, 2008). Currently, the assessment is done for key competencies only; however, it is clearly observed from Occupational Competency Assessment and Certification Center (OCACC) database of 2008-2011 that around 78,311 and 59,746 candidates were registered and assessed, respectively, in 12 occupations by the OCACC of Addis Ababa. Out of the above candidates, merely 10,163 (17.01%) were found to be competent during the indicated periods for the COC exams assigned to them, indicating that the majority of the examinees failed the exam (Appendix III).

When we see the outcome of the TVET program, a great number of trainees were involved and graduated from TVET institutions in Ethiopia since 2002. But, according to Shaorshadze and Krishnan (2012), recent information on assessment show ineffectiveness TVET program in Ethiopia with 74.6% incompetence and 25.4% competence in CoC assessment. This shows that almost 75% percent of trainees are incompetent.

Different scholars conducted studies on factors affecting TVET trainees' certificate of competency result. Wondie (2018) explained that the question of quality has now become a burning issue in the Ethiopian technical and vocational training system. If training institutions cannot provide the quality training that produces competent young graduates, and if the training provided cannot equip trainees with marketable skills, then TVET institutes in Ethiopia might no longer be accepted by society, thereby endangering the country's overall education system.

TVET graduates are still not competent to the level required, as reflected in the national occupational assessment results. Concrete national interventions are necessary to ensure the TVET's quality and sustainability. This necessitates assessment of the current practice and identification of challenges that may lead to failure of CoC examinees. This in turn may contribute to the solution of the incompetency problem.

This research paper tries to address the main question of what are the major factors affecting COC exam failure. In this regard, the study would explore trainees' interest towards successful learning, trainers teaching learning effectiveness and assessment practice, National Assessment Center performance and assessor's commitment and competency.

To the knowledge of the researcher there is no evidence found in the area of challenges of TVET trainees' competency assessment specifically in Kolfe Keraniyo Sub-City Addis Ababa City. So based on the problem identified, this study attempted to answer the following questions.

To address this problem, the research was guided with the following three basic questions.

- What are the factors that arose from trainers that TVET trainees encounter during national assessment?
- What are the factors that assessors contribute to the poor performance of trainees while they are sitting for COC exam?
- What are the factors related to trainees that lead them to perform poorly in TVET national assessment?

1.3. General objectives

The general objective of the study is to examine the Practice and Challenge of Competency Based Assessment in Private TVET Institutions in Kolfe Keraniyo Sub city Addis Ababa.

Specific Objectives

- To identify factors that arose from trainers that TVET trainees encounter during national assessment
- To identify factors that assessors contribute to the poor performance of trainees while they are sitting for COC exam

- To identify the factors related to trainees that lead them to perform poorly in TVET national assessment

1.4. Significance of the study

Educational development is essential to move towards a sustainable society and TVET's role within this process is considerably high. TVET is an important tool to support sustainable development. This research focuses on how TVET can be reoriented towards sustainable development in the education sector. Effective Training adds value to the skill, knowledge, and attitude of the trained workforce required for the nation's development in that time one can easily pass COC exam. Thus, results of this research can be used as an input for the planners and implementers in governmental and non-governmental educational organizations who work in development area for the reduction the number of TVET trainees who fail COC exam. The research findings will benefit educational policy makers in terms of recognizing the existing challenges and related factors affecting the assessment methods. Therefore, all stake holders of the TVET program can benefit from this work.

1.5. Scope of the study

The study took place at Technical Vocational Education Training Colleges in Kolfe Keraniyo Sub city of Addis Ababa City Administration. There are 11 colleges, of which six were functional in the last 2 years. The study purposively selected those colleges that offer health science trainings and that have been operating at least for four years. Colleges providing health science training are targeted since training in health sciences has a profound effect on the improvement of human health, which much more important than many other needs of human beings. Thus, the sampled colleges were Ayer Tena Health Science and Business College, Principal's Health Science and Business College and Kea-Med Health Science College. The study includes national and institutional assessment and assessment related problems that affect the quality of training and reduce the effectiveness of national assessment. For the study to be manageable; trainees, trainers, and administrative bodies were selected to provide the required information.

1.6. Limitations of the study

The study took place in Kolfe Keraniyo Sub City of Addis Ababa City Administration particularly in Zenebework and Ayer Tena area which includes, Ayer Tena Health Science and Business College, Principal's College and Kea-Med Health Science College. The researcher was not able to include all colleges in Addis Ababa. Besides, the study did not consider all of the professions given in Addis Ababa TVET institutions. Moreover, it did not investigate all the possible factors affecting COC result of trainees like federal TVET, government policy, funding, social-cultural factors and role of community. However, it is important to note that all the factors chosen in this study were significant. They could generate useful knowledge about factors. It took considerable length of time to gather information as well as to carry out data analysis.

1.7. Organization of the study

This thesis is organized into five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, definition of terms and organization of the study. The second chapter covers review of related literatures. It consists of the concept of TVET and historical background of TVET in Ethiopia. Under the concept of competency, four major areas are covered that include Competency based assessment, purpose, advantages and benefits, quality assessment, trainee assessment feedback, qualify TVET instructors and national assessment and certification.

The third chapter deals with the research methodology. The fourth chapter consists of data presentation, analysis and interpretation. The fifth chapter includes summary, conclusion and recommendation, and lastly, references and questionnaire and others as appendix attached.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

In most of developing countries, technical and vocational education and training are expected to play two important roles in National sustainable development (social, economic and environmental development). The first role is to promote training career development opportunities. The second role is to provide the necessary personnel. Economy of all sizes must be able to lead development of skills to confidence, improve wages and improve industrial development processes.

2.2. Concept of TVET

The terms technical and vocational education (TVE), technical and vocational education and training (TVET), vocational education and training (VET), are often used to describe the same thing and defined as an education which is mainly designed to lead participants to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation, trade or group of occupations or trades (World Bank, 2001). In this concept the word ‘technical’ is tending to give way to the term ‘technological’, since this type of education prepares learners for higher education and the term ‘vocational education’ continues to refer to the acquisition of skills for specific occupations.

UNESCO (1999) attached TVET on the 3 Hs (the head, the heart and the hand) and said that educating the head is important in order to develop a cadre of intelligent workforce; the heart, in order to mould the workforce into good citizens; and, the hand, for a highly skilled workforce in any work that they do. As Gillie (1973) states, technical and vocational education aims at meeting the manpower needs of a society and providing a sequence of educational and training experiences designed to prepare certain people for initial entry into the world of work.

It is an accepted fact that vocational and technical education in any society should be geared towards jobs available currently and in the near future. There must be a new partnership between education and the world of work to address the need to develop unity between the sectors of

education/training and labor market, i.e. various economic sectors. Thus, UNESCO (1999) summarizes the role of technical vocational education in the society as TVET is a bridge to the future, but there must be an employment road to which it leads, otherwise it creates other problems. We need new models of TVET linking education, training, and social welfare.

2.3. Historical development of TVET

Historically, work was the true site of vocational training. The primitive society used the digging sticks, stones, bones, and fire to clear the vegetation and hunting and gathering their food. During this period the process of learning was a simple imitation of skill, and knowledge passed from father to son and from mother to daughter continuously and verbally. Such awareness was based on what they had acquired from their parents and what they had learned by trial and error during the productive activities (Evans, 1971). Such a condition reflects the historical beginning of technical vocational education and training.

Technical training in the modern sense developed during the industrial revolution period in the 18th century, in order to produce the skilled human power required for the newly established factories at that period, in which TVET was seen as an opportunity for the people leaving the peasantry life (Delors in Aleka, 2008). In the twentieth century, technical schools were expanded and post-school training was arranged to have a strong link with industries. This period was the period when there was a great pressure to expand TVET to satisfy the needs of the labor market and when industrialized countries understood that the qualified manpower had move decisive importance than any other production factors (Marsi, 1994).

Nowadays, the dynamism of technology and the world wide globalization put TVET on the top of the development agenda of the countries in order to produce well-trained and qualified manpower in the shortest possible period of time to cope with the changing situation and to compete in the world market (Aleka, 2008).

2.4. The concept of competency

Competency is a set of skills, knowledge and actions one needs to have in order to perform a task or activity in the school or work world (Sullivan, 2005). And also Kouwenhoven (2003) stated that competency is the ability to select and implement a combination of knowledge, skills and

attitudes to perform a task in a given context. Competence is determined by the ability to perform a specific task or task according to the specific criteria and those trainees can do more than they know.

The terms "competence" and "competency" are often used interchangeably in literature, but the term competence is used as a skill and participant's and the term competency is used as an attribute of the skill itself and the ability of the performer to perform the skill (Kouwenhoven, 2003). CBE do not transmit 'ready-made knowledge' any more, but assist the students to inquire and construct their own knowledge. This implies that TVET teachers should develop adequate knowledge and understanding, not only of the principles that govern the CBET system, but also of what CBET entails in practice before implementation. Teachers also need to be prepared in advance for the effective implementation of CBET. CBET focuses on individual competence development, it requires several training materials and facilities for students to continuously practice individually and in groups. Given the above, the requirement of CBET is quite different from that of the traditional educational processes. These traditional processes, the dominant practices in the Ethiopian education system, focus more on theory and knowledge transfer than on demonstration in practice (Solomon, 2016).

Competency-based education is more efficient than the traditional informative models of education since it focuses on "mastery learning" to help the learner acquire competencies needed for doing the professional tasks and duties that are in alignment with needs of the country. According to Mendenhall (2012), competency-based education can improve quality and consistency, reduce costs, shorten the time required to graduate, and provide true measures of trainee learning if implemented effectively. Mendenhall (2012) emphasizes that effective competency-based education must measure student learning rather than time. Trainees' progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills rather than completing series of courses per given time. The actual practice needs proper planning, implementation, and evaluation.

2.4.1. Implementing competency-based education

Burcley and Caple (in Tshukudu, 2009) define training as systematic effort to modify or develop knowledge, skill. Abilities and attitudes through the learning experience, to ach effective performance in an activity or range of activities.

In the preparation of trainers, trainees, and institutions for the base of competency based education, the first educational role of the trainer has to focus on shifting from teaching to facilitator of trainee learning. The actual implementation of an educational innovation such as competence-based education hinges on the teachers (Solomon 2016). Trainers need to engage in continuing professional development. Trainer should have seen as a planner, defining the competencies and the levels of to be attained, and also planning of learning experiences for the trainee to learn and the sequencing of these to ensure achievement of competency progression. The new educational role of the trainee is take personal responsibility for learning instead of passive listening and learning, and adopt self-directed learning methods (deliberate practice and receive feedback on progress made) and demonstrate and document evidence of acquisition of competency.

Improved competence and performance imply that there have been measurable changes in knowledge, skill, abilities, attitudes, and behavior; various authors develop training models about training and development procedures to be followed. The majority of training models are systematic in that they describe the training and development undertaken as a logical series of steps. Before the training program is conducted, it is necessary that the training needs are identified. Identification of training needs is first and probably the most important step towards the identification of training techniques. Once it is established, that need for training is a necessity, then the question arises what type of training is required? Learning and performance are best fostered when students engage in practice that focuses on a specific goal. Therefore, the trainer must be clear on what type of behavior is required for the learners as the learning outcome (Mulder,(2012b)

Outcome-Based or Competence-Based Education and Training (CBET) has been used by developed countries (Biemans et al., 2004) as well as by developing countries (Sturgis et al., 2011) as an educational technology or approach to improve the relevance and quality of

education and training. In such a system, the achievement of learning outcome and competence of learners/students are important indicators of quality. Such competence stems from an analysis of the work place and their articulation in national standards. In such a system, national occupational standards are the foundation for the design, delivery and assessment of curriculum.

The difficult task of achieving education and training quality in developing countries requires reforming the education and training system. In such a reform, there is a need for designing and implementing concrete interventions or system that take learning outcomes and competence as central elements of not only curriculum design and delivery, but also assessment and certification of competence. In his paper in which he gave answers to what he calls 'frequently asked questions', Mulder (2012b) affirms that competence assessment is one of the four elements of CBET. Assessment of learning outcomes is also promoted in other literature that view of competency based assessment.

2.4.2. Competency based assessment (educational evaluation)

In an education and training system that envisages organizing everything around learning outcomes or competence, the assessment and certification of competence and learning outcomes is a necessary ingredient. Based on comparative discussions in Spady (1994, pp. 6-7) and in Harris et al (1995, p. 27), there is key difference between the CBET approach and the traditional approaches. Whereas in the traditional approaches, credentials or certificates simply indicate that the holder of the certificate has successfully completed a course (courses) or achieved a grade (i.e., the certificate does not indicate or guarantee the level of competence achieved).

Skill-based assessments are also based on examples from a philosophical perspective known as construction or social construction. As explained in Fosnot and Perry (1996), developer attitudes facilitate performance or performance-based assessments (portfolio, projects, training practices, etc.). Review by McKenzie and Polvere (2009): "Summary of methods and processes that typically lead to verification of individual findings (knowledge, knowledge, skills, abilities)" (p.61), reviewer, "evaluated" Skills and qualifications as (p. 61), and "formal recognition of the success of a series of results" (p. 62). Therefore, learning outcomes and skills are pivotal to assessing with a modern approach. The concept of competencies and learning outcomes is also

vital to understanding the concept of quality (Carmichael et al., 2001), and CBET and competency-based assessment and certification systems.

Based on an assessment of the concept of competencies and their usage, the Le Deist and Winterton (2005) concept of competencies is multifaceted and universal in European countries such as France, Germany, Austria, and many others. In this concept, knowledge, skills, and attitudes are integrated as competency indicators. Thus, according to Le Deist and Winterton competencies fall into knowledge competencies (i.e. knowledge and understanding), practical competencies (ie skills), social competencies (i.e. ability and attitude aspects), and meta-competencies (ie ability and attitude aspects).

During the semester, trainees may be required to perform a series of tasks for assessment purpose, such as classification, assignments, projects, tests exams, and labs. The sum all these assessments is whether the trainee is competent (eligible) or not (Witty and Gaston, 2008). Assessment usually has more than one purpose and many interested parties. Assessment provides informative assessment in a similar way, but with an emphasis on trainees reaching their potential: ‘the role of classroom assessment is to improve trainees’ learning and trainers’ teaching in order to ensure that trainees reach their individual potential. Trainers, therefore, generally understand that assessment is integral to teaching. It has been believed that assessment is linked to the trainer-trainee relationship and occurs within this relationship. The vocational education and training have experienced a change in the emphasis from curriculum content to outcomes or competencies. There is a general agreement that at a minimum, competency assessment should clearly define the purpose of the assessment; use appropriate methods to gather evidence of competence; interpret the evidence against the competency standards; make a judgment to infer essence; and record and report the outcomes of the assessment to key stakeholders (Gillis , 2003). Within each step in this assessment and reporting process, evidence is a crucial element.

2.4.3 Competency based assessment advantages, benefits and purpose

2.4.3.1. Advantages of competency-based education

Sullivan & Glanze summarized the advantages of competency-based education by stating: The primary advantage is that the focus is on success of each participant by ensuring they achieve

competencies required in the performance of their jobs. Other advantages include: Being focused on learning for mastery of specific skills, it builds their confidence in being ready for the job. Training time is used more effectively and efficiently as the trainer is facilitator of learning as opposed to a provider of information (Zipper, 2015).

2.4.3.2. Benefits of competency based assessment

In competency based assessment trainees can reinforce skills gained through natural progression within the time frame. Part of a constructive and collaborative approach to developing trainee skills that identifies the training needed to address gaps in competencies. And, candidates can obtain nationally recognized qualifications (Zipper, 2015).

Competency exams can also increase trainees' motivation levels, because a "testing hurdle" is required at the end of training. When trainees know they will be tested at the completion of the training, they are more likely to attend sessions, actively participate, concentrate, and study course materials. In this way, trainees are made accountable for their learning (Kathleen, 2006) Training enhances and improves person's skills, imparts knowledge to change person's attitudes and values towards a particular direction. Systematic modification of behavior through the learning event, program, and instruction enables individuals to achieve the levels of knowledge, skill, and competence needed to carry out their work effectively. It is a technique which properly focuses and directs towards the achievement of particular goals and objectives of the organization (Kathleen, 2006).

From the above discussion it can be understood that education and training is a means to develop the required knowledge of the learner which in turn determines his competence and performance and brings him in the line of others or takes him ahead of others. Good performance, better competence, desirable qualities are all products of knowledge. People with knowledge add value to anything. They change the worthless to worthy one. Knowledge enhances personal traits as creativity, skills, intelligence, and commitment to work. Therefore, training programs should be designed so as to provide learning opportunities that are effective and efficient. Any training program, if systematically developed and introduced, brings a desirable change in behavior.

Any training undertaken should be well planned, structured, and directed towards the real need. Armstrong in Tshukudu (2009) states that a systematic training is one that is specifically

designed planned and implemented to meet the defined needs. Thus, training process consists of planned programs designed to improve competence and performance at the individual employee, group, and organizational levels

CBET procedures and evaluation methods of TVET, essentials of organizing TVET in the education system, and an assessment of TVET student actual practice needs proper planning, implementation, and evaluation. The following section presents how training is conducted as a process. Define training as systematic effort to modify or develop knowledge, skills, abilities, and attitudes through the learning experience, to achieve effective performance in an activity or range of activities (Tshukudu, 2009).

2.4.3.3. Purpose of competency based assessment

Educational assessments can serve a variety of purposes, and the choice of assessment depends in part on how the assessment information will be used. There are three broad uses for educational assessment, all of which are relevant to vocational education (UNESCO 1999): Improve learning and teaching, confirm your abilities, Evaluation of program success. Professional trainers use results from tests and other assessments to monitor trainee growth, examine needs, and develop lesson plans. When a trainee completes courses, the vocational program uses assessments to make sure the trainee meets the required proficiency level or industry (Zipper, 2015).

2.3.4.4. Types of assessment

The term assessment is generally used to refer to all activities trainers use to help trainees learn and to gauge trainee progress. Assessment can be divided for the sake of convenience using the following categorizations: Placement, formative, summative and diagnostic assessment, objective and subjective, referencing (criterion-referenced, norm-referenced, and impassive (forced choice). informal and formal and internal and external (Witty and Barbara, 2008).

Placement, Formative, Summative and Diagnostic Assessment

Assessment is often divided into initial, formative, and summative categories for the purpose of considering different objectives for assessment practices.

Formative assessment is assessment of what you have learned and what you have not yet learned and, is usually done in a single course or project. Formative assessment is used to support learning. Academically, formative assessment is a trainer (or equivalent) or trainer, provides feedback on the trainees' work, and is not necessarily used for assessment purposes. Formative assessment can take diagnosis, standardized tests, quizzes, verbal questions, or drafting. Formative reviews take place simultaneously with the policy. You can count the results. Formative assessment is intended to ensure that trainees understand the instructions before conducting a summary assessment (Mulugeta Taye, 2014).

Summative assessment is a comprehensive review of the required level of success: a review, and is generally done at the end of a course or project. Academically, summary assessments are typically used to assign trainees to course coursework. Summative and formative assessments are often referred to in the context of learning as learning summary reviews are reviews.

Summative assessments are designed to summarize what trainees have learned, to see if they have understood the subject matter well. This type of assessment is typically rated (e.g. passing / 0-100) and may take the form of tests or projects. Summative assessments are also often used to determine whether a trainee has missed a class. Summary assessments criticisms are efficient, and trainees will find that they have become too late to be useful. Learning assessments are usually designed to measure general learning and learning outcomes, and report those results to trainees, parents, and administrators. Assessment of learning is usually done at the end of a class, course, semester, or school year. Assessment of learning is generally formative in nature, using trainers to learn with individual trainees and the next steps in learning (Witty and Barbara, (2008).

The process of selecting or developing an assessment begins with an examination of the intended uses of the assessment results. Educational assessments can serve a variety of purposes, and the choice of assessment depends in part on how the assessment information will be used. Vocational teachers use the results of tests and other assessments to monitor the progress of students, diagnose their needs, and make instructional plans. When students complete courses or sequences of courses, vocational programs use assessments to certify that students have achieved a required level of mastery or have met industry standards. Finally, aggregated information about student progress (acquired knowledge and skills, success in courses, etc.) is used to judge the

quality of vocational programs. Students in vocational courses vary in age, work experience, and career aspiration. More important, postsecondary vocational students have varying motives for enrolling in vocational education courses. In this case, vocational educators need to be able to certify that students have mastered relevant skills. In addition, accountability requirements apply to students who complete sequences of vocational courses, and staff must have assessment data to evaluate the success of these programs (Witty and Barbara, 2008).

2.3.5. Quality assessment

Criteria for high quality assessment can be found in Bartman and other writings (2007 b, p. 860). Ten criteria are summarized below:

1. Accuracy: Matching assessment and workplace requirements.
2. Cognitive complexity-incorporate advanced knowledge skills into evaluation activities.
3. Comparison: Consistency of all trainees and long-term criteria and scores.
4. Cost and efficiency: The time and resources required for assessment should outweigh the benefits of improving learning and education.
5. Immediacy: The ability of a trainee to immediately determine a profession or whether it can work in a profession.
6. Outcomes: Assessment of impact on education.
7. Fairness: Eliminates reviewer discrimination.
8. Meaningful: The assessment must be of value to trainees, coaches, employers, and the community.
9. Duplicates: Decisions based on the results of competency assessments must be accurate (various situations) and should not depend on the situation or the reviewer.
10. Transparency: Standards, objectives, and assessment processes must be clear and understandable to all stakeholders, including trainees and supervisors.

Reliability

Evaluation results must be consistent and accurate. That is, regardless of the assessment made by

the review, the assessment can provide the same result to the trainee/candidate simultaneously or at the location. There must be sufficient evidence to ensure that the candidate meets the requirements set by existing standards. Candidates must not present or evaluate any evidence other than house interests. Hudson (2018) revealed reliability relates to the consistency of an assessment. A reliable assessment is one that consistently achieves the same results with the same (or similar) cohort of trainees. Various factors affect reliability—including ambiguous questions, too many options within a question paper, vague marking instructions and poorly trained markers.

Validity

Competency-based rating systems must be based on clear criteria. In order for the assessment to be accurate, the assessment strategy and resources must reflect the competence levels, knowledge, attitudes and performance standards set by national professional competence standards (Hudson, 2018). In general, critical to CBE is an assessment process that accurately and reliably determines a learner's competence in educational domains. The process of selecting or developing an assessment begins with an examination of the intended uses of the assessment results. Educational assessments can serve a variety of purposes, and the choice of assessment depends in part on how the assessment information will be used. The type of knowledge and skills to be assessed can affect the choice of assessment methods, although there is one-to-one correspondence between skill types and assessment types. Traditional assessment forms, including multiple-choice and short-answer questions, are efficient ways to measure factual knowledge but not the skill. The preferred method for this is use of criterion-referenced measures that compares performance against set standards or threshold (Hudson, 2018)

2.3.6. Trainee assessment feedback

Feedback is the process that trainees use to understand information about their performance and enhance their work and learning strategies. Through work or learning strategy comments, trainers can provide suggestions for development, learning strategies, and corrections. The importance of positive feedback leads to many positive opportunities. This component improves trainee performance and provides a path to motivation (Hudson, 2018).

Why is feedback important? Feedback is an important part of effective learning. Trainees are given clear guidance on the topics they are learning and how to improve learning. Bartman et al.(2007) state, "The strongest and most consistent factor in any educational behavior is always consistent with social status, socio-economic status, race or school." Improve self-confidence, self-understanding, and enthusiasm for learning. Effective first year college feedback will help you transition to higher education and retain your trainees. Providing trainees to participate in feedback should improve learning and improve assessment performance "Assessment theories and academics alike espouse the importance of feedback on performance assessment tasks for supporting improvement and progress in trainee learning achievement"(Orwell, 2006).

Feedback is considered as a difficult issue in higher education arena. Feedback is considered as a vital approach to facilitate trainees' development as independent learners in order to monitor, evaluate, and regulate their own learning (Ferguson, 2011).

The impact of feedback on future practice and the development of trainees' learning were highlighted by Eraut (2006): When trainees enter higher education, the type of feedback they then receive, intentionally or unintentionally, will play an important part in shaping their learning futures. Hence we need to know much more about how their learning, indeed their very sense of professional identity, is shaped by the nature of the feedback they receive. We need more feedback on feedback.

Although there is a large indication supporting the usefulness of feedback to promote learning however, different trainee surveys across the world have also emphasized that trainees are dissatisfied with the feedback they receive on their course works (Nicol, 2010). Trainee claim a lack of adequate, timely feedback and their trainers claim that trainee s fail to apply the advice given (Orrell, 2006).

It's time for the instructor to rethink the process of providing feedback. They should avoid the traditional way of providing feedback to trainees. With this aforementioned issue in mind, several suggestions were made to make feedback more effective and valuable from a trainee learning perspective. It is high time for the lecturers to re-think about the feedback providing process. Effective feedback can provide trainers with information that can be used to coordinate

instruction. Proper feedback practices can not only provide trainees with valuable information by improving learning, but also ultimately provide better information to trainers and trainees learning experience. Yorke (2003) argues that the act of assessing has an effect on the assessor as well as the trainee. Assessors learn about the extent to which they [trainees] have developed expertise and can tailor their teaching accordingly (Yorke, 2003, p482). While producing relevant and informative feedback in meeting the trainees' demand, the trainers themselves need to have fair idea about the trainees' progression. They eventually become more involved in reviewing and reflecting on trainees' performance which drives them to make better learning environment.

In addition, the training process has to be evaluated. Evaluation is traditionally represented as the final stage in a systematic approach with the purpose being to improve interventions (formative evaluation) or make a judgment about worth and effectiveness (summative evaluation). Evaluation involves the assessment of the effectiveness of the training program. This assessment is done by collecting data on whether the participants were satisfied with the deliverables of the training program, whether they learned something from training and are able to apply those skills at their work place. Evaluation goals involve multiple purposes at different levels. These purposes include student learning, instructional material, transfer of training, and return on investment. Attaining these multiple purposes may require the collaboration of different people in different parts of the organization (Orrell, 2006).

Timely feedback to participants on the effectiveness of particular methods and on the attainment of objectives set for the program will help in the development of the programs those are currently being run and those planned for future. Feedback gives the following information which needs to be collected for evaluation: the extent to which the objectives are being or have been met; before and after measures of levels of knowledge, concepts used, skills, attitudes and behavior; sufficient detail about content to be able to estimate the effectiveness of each topic; evidence of transfer of learning back to the workplace; and some identification of those for whom the program was of most and least benefit; so that the target population can be more closely defined. It can be concluded that the main purpose of feedback evaluation is the development of learning situations and training programs in order to improve what is being offered (Yorke, 2003).

2.3.7. Qualifying TVET instructors

The Technical and Vocational Education and Training (TVET) sector has adopted the Competency Based Training (CBT) model. A CBT model will better meet the current and new skill needs of the nation. CBT involves close links with industry to identify the skills, knowledge and attitudes required for competent workplace performance. These skills, knowledge and attitudes are specified by industry in the “National Occupational Skill Standards (NOSS)”. In turn, the demonstration of the skills, knowledge and attitudes provides “evidence” that a person can perform a job to the standard specified by industry. Competency based assessment is the process of showing that a trainer can perform according to the NOSS. The role of trainers as change agents and change subjects places them at the center of educational reforms.

In this regard, TVET trainer training and professional development become significant in helping trainer to discharge their responsibilities effectively. As TVET in Ethiopia is competence-based, TVET trainer education curricula and practices must align with competence-based education and training. A new TVET teacher education program with its own organizational mandate should be developed considering: VET strategy documents acknowledge that the shortage of instructors is one of the obstacles in TVET expansion in Ethiopia. Because of the low reputation of this profession, the quality of the TVET instructor pool suffers (MOE, 2008).

The constraint on the supply of TVET instructors is particularly severe at the higher levels of TVET. Simple problem solving, self-reflection, self-learning and individual demonstration were not developed to the appropriate level. Therefore, it is hard to say that technical and professional trainers are properly trained to effectively manage complex educational obligations and the role of competent TVETs. In this study, TVET trainers believed that TDP contributed to professional development and improved the quality of education and training, but their involvement in self-study initiatives, tutoring projects, and action research was limited. This shows that TVET coaches lack the incentive to actively participate in professional education activities (MOE, 2008).

The professional development TVET trainers are engaged in falls within traditional forms, such as training, workshops and reading. The TVET system is not supported by trainer-based research which would help develop trainers’ knowledge, produce innovative teaching-learning strategies and improve practice. TVET trainers’ personal initiative, collaborative learning, administrative

effort and support for trainers' professional development were minimal. Despite efforts to improve the quality of coaching, TVET practices are well prepared for TVET coaches to fulfill their educational responsibilities and play their new role at the ability-based TVET level. Reforms in the TVET and vocational development curriculum based on competence-based vocational education principles (see CBVE model) need to be urgently addressed by the Ministry of Education and other institutions to achieve their goals of Competency-based TVET (MOE, 2008).

Critical to CBE is an assessment process that accurately and reliably determines a learner's competence in educational domains. Trainers' technical and vocational education colleges should be well trained generally: Government ensures that highly skilled technical trainers /educators are employed at the TVET schools. Modern teaching and learning technologies and functional workshops for practical application of the lessons learned in the classroom. Trainers must be well-trained and properly motivated. Trainers are also held accountable for their instruction. Competency exams provide trainers with valuable feedback for improving training. For example, consistently low scores by trainees on certain parts of an exam may indicate that the training should be revised, more information be needed, exercises may need clarification, or more time may be required to cover a particular topic. Confusion or misunderstanding on the part of trainees can provide trainers with direction for improving subsequent training efforts (MOE, 2008).

Trainers who develop competency-based training and use competency exams must ensure that the content of each of their exams is valid. Content validity asks the question: "Does the exam adequately measure a trainee's performance on a job-relevant aspect of trained knowledge, skills, and behaviors?" With a content valid approach, those who know the requirements of the job try to ensure relevancy in training. They then check exam items against content (Kathleen, 2006).

2.4. National assessment and certification

In an education and training system that envisages organizing everything around learning outcomes or competence, the assessment and certification of competence and learning outcomes is a necessary ingredient. Based on comparative discussions in Spady (1994, p. 6-7) and in Harris et al (1995, 27), there is key difference between the CBET approach and the traditional

approaches. In the CBET approach, credentials or certifications indicate that the holder of the certificate has acquired and is able to practically demonstrate certain competences that are articulated in the national standards. Whereas in the traditional approaches, credentials or certificates simply indicate that the holder of the certificate has successfully completed a course (courses) or achieved a grade (i.e., the certificate does not indicate or guarantee the level of competence achieved). Also the TVET colleges (governmental and private) take reaccreditations renewal depending on the no of trainee s national assessment result.

2.4.1. Assessment reports

An important part of record keeping is the reporting of assessment results. A competency based assessment model generally does not include grading. However, there will be an appropriate system of awarding marks/grades as an interim measure in the initial phase of transition from a marks based assessment system to a competence based assessment system. Consistent with the principle of criterion referenced assessment there are only two grades: competent or not yet competent. This shall not preclude the assessor from providing feedback to the trainee/candidates and can be included in the trainee/candidate's documentation for assessment. This shall include suggestions for further training or work experience if the trainee/candidate is not yet competent.

2.4.2. Validation questions

The assessment resources shall, however require independent validation to ensure that they meet the benchmarks provided by the occupational skill standards. The panel of trade experts shall review the resources and confirm that the validation questions are answered in the positive.

2.5. Assessor qualifications

The person who conducts the assessment and makes the assessment decision shall need to complete the registered assessors' training course. The registered assessors training course will cover the areas including Components of occupational skill standards; Competency based assessment principles; Criterion referenced assessment; Formative and summative assessment; Consistency in assessment decision making; questioning skills; Providing feedback; Completing checklists; Preparing assessment resources; On-the-job and institutional assessment

2.6. Appeal access

There will be a process for appeals by the trainee/candidates who wish to challenge the assessment results in place and an opportunity to be reassessed. The appeal process is as follows:

- The disagreement with the results should be made to the department of occupational standards in writing with supplementary information;
- The department of occupational standards will verify the assessment records;
- Based on the verification, the department shall inform the trainee/candidate about the success or otherwise, and inform the trainee/candidate about the right to re-assessment with another assessor;
- There will be a reasonable non-refundable appeal fee in order to discourage frivolous appeals. In case of re-assessment, an additional assessment fee will also be charged (as approved by the government from time to time).

2.7. Certification of assessment

External assessment will be followed by certification upon passing the assessment. To this end, the strategy stipulates that TVET authorities at federal level are responsible for designing and regulating the system while TVET authorities at regional state level are responsible for ensuring proper implementation of the system by state TVET centers of competence (MoE, 2008).

According to the CBET approach, the occupational assessment and certification directive requires that “the competence requirements in the different qualification levels of the country’s vast occupational classifications shall be the basis for the assessment and certification in all industry sectors. The directive also requires that assessment should be more practical rather than being only theoretical and should integrate knowledge, skills and attitudes. The directive defined certification as “a formal process of recognizing that an individual is qualified in terms of the required knowledge, skills and proper work attitudes based on the occupational standards set by industry. This shows that competence has to be the main criteria against which assessment and certification will be made. Evaluation research into the implementation of systems/programs (i.e., implementation evaluation) plays a key role in providing empirical evidence with respect to the implementation status and challenges of the program or system. In spite of the fact that the

design of the Ethiopian TVET system holds the principles of CBET regarding outcome-based assessment and certification, independent evaluation research on the implementation of the assessment and certification system does not exist (MoE, 2008).

2.8. Review literature summary

In general, the literature review insight the concept of TVET(Technical and Vocational Education and Training) which are often used to describe the same thing and define it as an education which is mainly designed to lead participants to acquire the practical skills, know-how and basic understanding necessary for employment in a particular occupation, trade or group of occupations. The goal of the TVET system as founded its vision and objectives to create a competent and adaptable work force which can be the back bone of economic and social development and to enable an increasing number of citizens to find gainful employment and self-employment in the different economic sector. In the literature review it is also observed that the training program has to be designed according to manpower requirements of the society. Moreover, different tasks that have to be performed in the training process are identified. In the training process the first action to be taken is need identification. Specific objectives of the training, methodology, assessment and its method have also to be identified. Preparation of necessary training trainers as well as competent assessor is also another task. Evaluation of the training program is vital to take corrective actions at every step. In addition, the role of management body in National Assessment Center organizing, leading, and controlling available human as well as non-human resources (how to give National assessment and certification, Assessment report, Validation of questions, Assessor qualifications and Appeal access)has also its influence for the training and assessment program to be effective. Based on this information, the study attempts to investigate possible reasons for the low performance of TVET trainees who sat for COC assessment. Then questionnaires were developed to gather information on the current TVET practices in three Colleges.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This chapter describes the design and approach of the research, population, source of data, and sample and sampling techniques, instruments of data collection and methods of data analysis .

3.1. Research approach and design

The design of the study was descriptive and cross sectional, and the research approach was (qualitative and quantitative approaches). Qualitative and quantitative approach is a procedure for collecting, analyzing and mixing both qualitative and quantitative data in a single study to clearly understand the objective and research questions (Creswell, 2009). This method was selected because they are among the most preferred for describing the existing situation. Quantitative research requires that data be can be expressed in number. Thus, it is suitable since large amounts of data are collected from a large target group.

3.2. Study Area

The study area comprises Ayer Tena Health Science and Business College, Principal's Health Science and Business College and Kea-med Health Science College, which are situated in Addis Ababa City Administration Kolfe Keraniyo Sub city. The rationale to select this sub city is that it's nearby the researcher's working place.

3.3. Source of data

The target populations for this study compromised trainers, assessors and trainees. These were sources of primary data. Moreover, three college' deans were interviewed to provide additional primary data. In addition to primary data, secondary data on assessment results of trainees who took COC during 2002 to 2010 EC. was obtained from Addis Ababa TVET.

3.4. Sample and sampling techniques

3.4.1. Sampling techniques

Eleven TVET colleges are found in Addis Ababa Kolfe Keraniyo Sub City .Among them, three Health Science Colleges were selected purposively as a sample for this study. Trainers and trainees were selected by using purposive sampling because they are directly involved in the training and assessment of TVET structure .For the training availability simplicity was used because the data was collected for those who were found in the college. And random sampling by as primary population to collect data.

3.4.2. Sample size determination

There were 604 employees in three TVET PHEI and 9 assessors from the NOAC in Addis Ababa Kolfe Keraniyo Sub city. Out of there the researcher considered 74 trainers, 157 trainees, and three deans of the three institutions and 9 assessors from the NOAC as study participants. The number of trainers collected from payroll was one hundred eighty five. From one hundred eighty five trainers only 74 TVET trainers were chosen by simple random sampling. From three hundred ninety five trainees, 157 were selected by considering the number of times they sat for national assessment (Those who sat at least three times were selected.), and nine out of twenty four assessors were chosen by simple random sampling and one dean from each of the three institution (3 deans totally) was interviewed.

3.4.3. Sample size calculation

To determined sample size Cochran's formula was used:

$$n_o = Z^2 pq / e^2$$

$$= 384 \text{ (first Steps)}$$

Where, n_o is the sample size, “ z ” is the selected critical value of desired confidence level, “ p ” is the estimated proportion of an attribute that is present in the population, $1-p = q$ and “ e ” is the desired level of precision.

To calculate a sample size of a large population whose degree of variability is not known, variability can be assumed to get the largest sample size possible.

Assuming the maximum variability, which is equal to 50% ($p = 0.5$) and taking

Estimated proportion of an attribute present in the sample population $p = 0.5$;

- hence $q = 1 - 0.5 = 0.5$;
- Margin of error MoE (e) = 0.05;
- Confidence level 95% , α is 0.05 and the critical value is 1.96
- $1.96^2 * 0.5 * 0.5 / 0.05^2 = 384$
- So sample size in first steps is **384**

Cochran's formula for calculating sample size when population size is finite: (Step 2)

Cochran pointed out that if the population is finite, then the sample size can be reduced slightly. This is due to the fact that a very large population provides proportionally more information than that of a smaller population. He proposed a correction formula to calculate the final sample size in this case which is given below.

- N is the population size , which is 604.

$$N = \frac{n}{1 + \frac{(n-1)}{N}}$$

$$n = \frac{384}{1 + \frac{(384-1)}{604}} = 235$$

$$= 235 \text{ (step 2)}$$

In summary of the source population size is 604 and sample size was 235 (74 trainers, 161 trainees). In addition, deans and 9 assessors were included.

3.5. Instruments of data collection and procedures

3.5.1. Instrument of data collection

Both primary and secondary sources were used. The primary source includes information collected from trainees, trainers, deans, and assessors. The main data gathering method

employed for this study to get the data required from the primary sources was questionnaire, which contains both close ended and open ended questions. Interviews were conducted with three deans of TVET colleges and nine assessors who have assessed in NOAC. The interview questions were framed based on the information obtained from various reports on outcome-based TVET performance. More over documents were searched in the website of national and international organizations', journals in order to get various reports, strategies, action plans and research articles. Additionally, the researcher looked for various books, journals and thesis that have conceptual and methodological similarity with this research's focus.

3.5.2. Procedure for data collection

A questionnaire was developed for each type of respondent (trainers and trainees).The questionnaire was pilot tested by members of target population (study population) and by subject matter experts (Woreda education offices). The responses received from pilot study served as test re-test method in order to judge the reliability of the questionnaire. After modifying the questionnaire to its reliable and valid state, the researcher distributed the questionnaire and collected data.

Assessors and deans interviewed.This semi-structured interview was taking about 25 to 30 minutes were conducted with assessors and deans. All the interviews were conducted in Amharic language to avoid communication barriers which might occur as a result using English language. The interview was conducted face - to – face. The interview questions for the participants in the interview sessions were asked per question with similar content. And it also addressed the possible remedies that the deans and assessors thought to suggest for the problems identified in the leadership of TVET. Subsequently, qualitative data generated from interviews were transcribed, coded and interpreted thematically.

3.6. Methods of data analysis

In order to analyze the collected data, different statistical techniques were employed on the basis of the nature of the data. Through analyzing the quantitative data gathered through closed questionnaire and to determine the relative standing of the respondents, descriptive statistics techniques, namely percentage, mean scores, and standards deviations, were used to analyze the characteristics of the population.

The five point Likert scale was interpreted as 1= strongly disagree, 2= disagree, 3= Medium, 4= agree, and 5= strongly agree. For the purpose of an easy analysis and interpretation, the mean values of each item and dimension were interpreted. The mean values below 3.00 were represented as disagreement, from 3.00 – 3.49 as medium, from 3.50-4.5.00 as high agreement and above 4.5 very high agreement with the statement. The result of questionnaire was summarized to test the mean of agreement of respondents. And finally, generalization was made based on the analysis. And then appropriate response was categorized and tabulated to elaborate the presentation of data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter has two parts: the first part deals with the characteristics of the respondents, and the second part presents the analysis and interpretation of the main data. The objective of this study was to examine national assessment competency based education in TVET private college trainees found in Kolfe Keraniyo Sub-city, Addis Ababa City Administration.

To this end, both quantitative and qualitative methods were implemented in gathering data to examine the problems in this study. Quantitative data were obtained through close ended questionnaire, and interviews analysis provided qualitative data for the research.

A questionnaire was distributed to the respondents and 226(96%) of questionnaires' were returned because of COVID-19 risk. The return rate of questionnaires was totally 226 copies from 235 copies from randomly selected PHEI. In addition, three deans and nine assessors were interviewed and gave necessary information on the issue under investigation.

4.1. Characteristics of the respondents

Table 1. Characteristics of respondents

Variable	Categories	Trainer		Trainee	
		Frequency	Percent	Frequency	Percent
Sex	F	11	14.6	110	72.37
	M	63	81	42	27.63
	Total	74	100	152	100
Age	15-25	19	25.67	82	53.94
	26-35	42	56.75	50	32.89
	36-above	13	17.57	20	13.15
	Total	74		152	
Experience	1-5 years	27	36.49	78	51.3
	5-10 year	36	48.65	52	34.2
	Above 15	11	14.6	19	12.5
	Total	74		149	98
Qualification	BA/BSC	57	77	-	
	Level IV	6	8	152	100
	MBA/MSc	11	14.6	-	
	Total	74	99.6		100
COC exam Status	Level IV	62	83.78	152	100
	None	12	16	-	
	Total	74	100	152	100

Table depicts that qualification of the trainer respondents range from level IV up to MA/MSc which indicates that representatives from all qualifications of the trainers are included. In this table it is also evident that, more than 80% of the trainers were first degree holders and have COC which implies that, most of the trainers fulfill the required standards to provide training in accordance with designed curriculum. With regarded to their experience, most of the respondents have working experience. So their familiarity to the COC training program can help them to give better justification, which in turn probably increased the quality of information they provided.

The data also revealed that most of the trainees were above 18 years old. This indicates that they were in a position to provide valuable information with relation to the problem of COC exam in which they are involved.

Regarding sex distribution of respondents, female respondents were slightly more numerous (121/226, 53.5%) than the male respondent .This indicates that the participation of female in the TVET institution was encouraging and powerful to change the low participation of female in the education system of the country.

4.2. Perception on trainers competency

Table 2. Respondents perception on trainer's competency as of TVET standard

	Items	Trainer Data			Trainees Data		
		N	Mean	S.D	N	Mean	S.D
1	The trainer focused learning for mastery of specific skills.	74	3.09	1.45	152	2.2	1.34
2	Trainers have the capacity of constructive and cooperative approach to develop skill of trainers.	74	2.93	1.36	152	2.95	1.33
3	Trainers have good theoretical skills required to train TVET.	74	3.42	1.19	152	3.47	1.48
4	Trainers have good practical skills required to train TVET.	74	3.49	1.22	152	2.38	1.22
5	Trainers have good pedagogical skills required to train TVET.	74	3.42	1.18	152	2.7	1.29
	Average		3.27	1.28		2.74	1.33

Based on the results reported on Table 2, there are two findings. The majority of trainees, responded their opinion regarding trainer mastery of specific course skills were mean 2.2 disagreement and trainers moderate (3.09). Kouwenhoven (2003) stated that competency is the ability to select and implement a combination of knowledge, skills and attitudes to perform a task in a given context. Competence is determined by the ability to perform a specific task or task according to the specific criteria, and that they can do more than they know. According to the trainees' response, the trainers do not perform specific tasks.

The mean score for trainer's capacity of constructive and cooperative approach to develop skill of trainers were 2.93 and 2.95; respectively which is nearly moderate. The dynamism of

technology and the world wide globalization put TVET on the top of the development agenda of the countries in order to produce well- trained and qualified manpower in the shortest possible period of time to in order to cope with the changing situation trainer should be cooperative and working together to fulfill the gaps of newly emerged TVET approaches. As it is indicated in the review literature, the constructivists' perspective promotes performance or practice-based assessment (e.g., through portfolios or projects, cooperative training, diagnosis, standardized tests, quizzes, verbal questions etc.).

Based on trainers' and trainees' responses presented in Table 1, -trainers have good theoretical knowledge (mean 3.42 and 3.47 respectively), According to trainer good practical skills but trainees strongly disagree (mean 3.49 and 2.38 respectively), and good pedagogical skills required to train TVET trainees (mean 3.42 and 2.7 respectively). In this regard the result showed trainers' practical skill is average mean according to trainees' response, it was found to be not adequate. Most of the TVET trainers were degree holders. However, TVET trainer education program lacks alignment with the principles of competence-based TVET role of trainers in competence-based TVET, the trainers' capability in terms of pedagogical content, knowledge appeared hard to say sufficiently developed to effectively handle the complex teaching responsibilities (Table 3). But there is a lack of experienced and competent teaching and supporting staff as observed from the respondent responses. The lack of training to provide CBET can be a series problem that the opportunities of trainees to develop their competencies in practice based learning activities were not to the level required. As the study showed, the teaching learning process in TVET trainer training programs did not give much attention to the integrative approach of teaching knowledge, skill and attitudes. This practice might be linked to lack of appropriate or adequate training of trainers on the competency based approach (Table 3). In general, pedagogical competencies are appropriate to competency based TVET. In particular course delivery in TVET teaching training colleges, it appeared to be more inclined towards lecture dominated traditional teaching approaches and self-directed and self-reflection practices were not given adequate attention.

Generally, it is believed that trainer should use the appropriate training method for the given content. The success of TVET program largely depends on the competence of its trainer to select and use the right instructional methodology for the teaching of a particular skill. As most educators' agree, there is no unique and best teaching method for the instruction of all types of

objectives in varied practical circumstances. In this regard the method which may be considered the best for one trainer in a certain situation, for a particular skill may not be the best for others in different circumstances. However, most educators agree that TVET instruction becomes more successful when emphasizing on the trainees performing practical activities.

4.3. Trainers teaching learning effectiveness

Table 3.Trainers effectiveness

	Items	Trainers			Trainees		
		N	Mean	S.D	N	Mean	S.D
1	TVET trainers are adequately trained to effectively handle the complex teaching duties and roles of CBE.	74	2.89	1.458	152	2.56	1.459
2	The trainers are motivated and committed to work towards realizing the goals of TVET.	74	2.34	1.126	152	2.72	1.334
3	Trainers clearly define the purpose and the objective of the course.	74	3.38	1.331	151	3.07	1.398
4	Trainers use the training time more effectively and efficiently.	74	3.62	1.235	152	3.34	1.352
5	Trainers have ample knowledge's and skills that initiate the trainees to create new ways of doing things that relates to the actual practice of specific courses.	74	3.38	1.331	152	3	1.405
	Average		3.12	1.29		2.9	1.39

Regarding application of teaching and learning process respondents opinion was that VET trainer adequately trained to effectively handle the complex teaching duties and roles of CBE were rated disagree with mean of 2.89 by trainers and 2.56 by trainees . Thus, it is very difficult to say that the TVET trainers are adequately trained to effectively handle the complex teaching duties and roles in competence-based TVET.

According to the data shown in Table 3, most of the respondents disagree about the trainers' motivation and commitment to work towards realizing the goals of TVET were also disagreed

with mean of 2.72 by trainees and 2.34 by trainers. The trainers' are motivated and committed to work towards realizing the goals of TVET. Commitment to teach in TVET was also part of the overall community functioning ineffectiveness of TVET education. We have so far seen that the interest of many trainers to teach at TVET is low.

Regarding whether the trainer clearly defines the purpose and the objective of the course, the respondents rated with mean of 3.38 and 3.07 respectively. The mean score given by the trainer and trainee for the item trainer used training time in effectively and inefficiently was 3.62 and 3.34 respectively. Trainers have ample knowledge's and skills that initiate the trainees to create new ways of doing things that relates to the actual practice of specific course mean of 3.38 and 3.0 by trainer and trainee respectively. However, in this analysis, the result shows that the respondents somewhat disagree to instructor approach and commitment to deliver the course, consisting of average mean of 2.34 and 2.72 by trainers and trainees, respectively. From this information, we can suggest that trainer training approach is not competence-based, though some elements of CBE were observed. The TVET trainer program appears to be more trainer-centered than trainee -centered as delivery methods that actively encourage trainees to learn independently and cooperatively were not significantly utilized. The above result also suggests that trainers do not have sufficient (but only average) knowledge and skills and this can have negative impact on the performance of the trainees.

According to UNSCO (1979, p.39), per service and continuing trainer education through formal and open learning system ; more broad based flexible trainer training replacing specific training programs; integration of training and education in cooperation with industries ; lifelong flexible learning to enable the trainer to meet the demands of higher and varied demand of the teaching job; knowledge and skill of using new technologies of training and education skills; and increased emphasis on development of work ethics, team work, human value, and other non-technical competencies like leadership, time management, environmental awareness, etc. The way instruction is carried out influences the training process.

In general the study revealed that, trainer factor , from the complexity of teaching and the extended role of trainers in competence-based TVET, the trainers training trainee s' capability in terms of pedagogical content, knowledge appeared not sufficiently developed to effectively handling the complex teaching responsibilities. There is also no systematic professional

development plan to provide opportunities for trainers to develop continuously so that they cannot contribute to high-quality trainee learning. Trainer competency is one of the factors that inhibit effectiveness of trainees in competency assessment.

4.4. Trainers assessment practice

As it is indicated in the review literature, educational assessments can serve a variety of purposes, and the choice of assessment depends in part on how the assessment information will be used. There are three broad uses for educational assessment, all of which are relevant to vocational education (U.S. Congress, Office of Technology Assessment, 1992): Improve learning and teaching, confirm your abilities, Evaluation of program success. Professional trainers use results from tests and other assessments to monitor trainee growth, examine needs, and develop lesson plans.

Table 4.-Trainers assessment practice

No	Items	Trainers			Trainees		
		N	Mean	S.D	N	Mean	S.D
1	The institutional assessment contains a combination of assessment(classroom activities, exercises, test, and skill assessment).	74	2.76	1.43	152	2.65	1.397
2	The institutional assessment focuses on the practical assessment.	74	2.58	1.41	152	2.81	1.543
3	Institutional assessment assesses theoretical knowledge.	74	3.66	1.26	152	3.57	1.281
4	The institutional assessment is given to enhance the learning process, and also to evaluate trainees performance	74	3.26	1.31	152	2.58	1.298
5	The continuous, summative and institutional assessment covers all competency components and training goal for the course.	74	2.58	1.22	152	2.73	1.408
	Average Mean		2.968	1.33		2.868	1.385

Assessment practice in the school: In regarding institutional assessment coverage of the course, trainers and trainees the respondents given their opinion respectively as follows. The institutional assessment contains combination of classroom activities; exercises, test, and skill assessment were rated by trainers (mean 2.76) and trainees (mean 2.65) both falling under disagree category. An individual can be assessed during the training, at the end of their training, or even taking any formal training. From the respondents of interview about evaluation or assessment methods, for summative and formative assessment there is no one-to-one correspondence between skill types and assessment types. Traditional assessment forms, including multiple-choice and short-answer questions, are efficient ways to measure factual knowledge and application. But institutional assessment (once in the level) have had practical and theoretical assessment which covers all competency components and training goal of the course.

Institutional assessment of theoretical knowledge was rated with mean of 3.66 and 3.57. The institutional assessment role to enhance the learning process, and also to evaluate trainees performance with mean of 2.58 and is 3.26, Practice of giving continuous, summative and institutional assessment covers all competency components and training goal for the course were mean score of 2.58 and 2.73 disagree. So, this is also one limitation that needs to be address.

4.2. Perception on trainers competency

On the interview, the deans competency based assessment involves collecting evidence in order to prove that a person can perform against the elements of competence and performance criteria as stated in the National Occupational Skill Standards. In traditional assessment, a person takes a single test or examination. In competency based assessment, there are a number of activities to determine whether a person has demonstrated competency. Individuals can be assessed during their training.

Assessment has long been recognized as maintaining a central position in trainee s' learning (Craddock and Mathias, 2009). Mode of assessment can also have a powerful influence on the learning behavior of trainee s (Biggs and Tang, 2007) and assessing the performance of trainee s is one of the most important activities of instructors (Trotter,2006).Assessments are important in that trainees can get evaluate and recommended with better ways of performing tasks and learn theories. Thus, trainer's assessment of trainee's performance in different ways is presented and

analyzed in Table 4. Competency based assessment involves collecting evidence in order to prove that a person can perform against the elements of competence and performance criteria as stated in the National Occupational Skill Standards. In traditional assessment, a person takes a single test or examination. In competency based assessment, there are a number of activities to determine whether a person has demonstrated competency. An individual can be assessed during the training, at the end of their training, or what even under taking any formal training.

Assessment is seen positively as a support of trainee learning, and in assisting the trainees to bridge the gap between their current achievement and their expected goal. AFL recognizes the influence that assessment has on motivation and self-esteem of trainee s, and provides them with constructive feedback. Besides, AFL encourages active involvement of trainee s in their learning and it depends on the trainers' diagnostic skills to make it work. This practice is indeed important to the Vocational Education Transformation (VET) Program, which supports the national economic transformation agenda in churning out skilled and trained manpower. Actions should be taken to provide a new assessment that emphasizes on mastering knowledge, building intellectual capital, nurturing a culture of progressive attitude, and encouraging the practice of high virtues, ethics, and moral values. In this context, AFL had been found to be capable of evaluating trainee s' cognitive (intellectual), affective (emotional and mental), and psychomotor (physical) abilities, in line with the requirements of the National Education Philosophy. The trainees are no longer evaluated at the end of the level or at the end of a lesson. Instead, they are evaluated throughout the learning process.

4.5. Trainers assessment application

Table 5.Trainers assessment application

	Items	Trainers			Trainees		
		N	Mean	S. D	N	Mean	S.D
1	The trainers provide advance notice of when, how, and where assessment takes place.		3.14	1.295	152	2.58	1.298
2	Trainers provide immediate feedback to each trainee regarding the results after assessment.	74	2.95	1.27	151	2.15	1.13
3	The trainers prepare and document the performance of each trainee as evidence of his/her performance.	74	2.65	1.065	152	2.09	1.025
4	Trainers use results of tests and other assessments to monitor trainee growth.	74	3.54	1.241	152	2.13	1.057
5	Trainers give feedback to trainees to see and help themselves.	74	3.47	1.208	152	2.15	1.2
	Average Mean		3.15	1.2158		2.22	1.142

Regarding application institutional assessment of trainees the respondents given their opinion as follow. The trainer and trainees respectively provide advance notice about the assessment of when, how, and where to be clarified by trainers were mean 3.14 moderate and is 2.58 both are different disagree, The assessment system must be transparent and trainees were aware of how they will be assessed, when and by whom, what the National Skill Standards are and what they will be assessed against.(FAIRNESS).Trainers said scarcely. Depending on their Trainer Provide immediate feedback to each trainee regarding the results after assessment were mean is 2.95 and are 2.15 both are strongly disagree.

The trainer prepares and documented the performance of each trainee as evidence of performance mean is 2.65 and is 2.09. An important part of record keeping is the reporting of assessment results. A competency based assessment model generally does include grading. However, there will be an appropriate system of awarding Marks/grades as an interim measure in the initial phase of transition from a marks based assessment system to a competence based assessment system. Consistent with the principle of criterion referenced assessment there are only two grades Competent or Not Yet Competent. This shall preclude the assessor from providing feedback to the trainee/candidates and can be included in the trainee/candidate's documentation for assessment. This shall include suggestions for further training or work experience if the trainee/candidate is not yet competent.

Trainer's use results of tests and other assessments to monitor trainee growth were mean is (3.54) and is (2.13) . Trainer give feedback to trainees to see their score and to add trainee's efforts toward their success were mean is (3.47) and SD is (2.13).As the trainees response the assessment process should not be considered to be part of the learning process identifying gaps as learning opportunities to develop skills, but failures. It is not a collaborative process to be negotiated with the trainee and a one -off event that is imposed. In the setting of a training provider, trainees cannot be given many opportunities to demonstrate skill and the assessment process should not allow for the capturing and recording of these demonstrations. Different trainees will be better at different types of assessment and it helps that they have more than one chance to demonstrate their competency in different ways. From the trainees' point of view, they can also benefit a matrix showing what they have achieved and what they still need to learn.

4.6. Assessors competency

Table 6. Assessor's competency

	Items	Trainers			Trainees		
		N	Mean	S. D	N	Mean	S. D
1	Assessors' have strong commitment to educational audit principles, and quality assurance.	74	2.66	1.011	152	2.12	0.956
2	Assessors' have teaching experience especially good educational leadership skills.	74	3.64	1.223	152	3.29	1.345
3	Assessors have enough professional skills to examine the trainees.	74	3.38	1.257	152	3.59	1.236
4	Assessors' have ability to make appropriate decisions responsibly in the event of unforeseen circumstances.	74	3.39	1.269	152	3.59	1.236
5	Assessors Have good oral and written communication skills.	74	3.38	1.257	152	3.59	1.236
6	Assessors had effective in stabilizing, disruptive, and solving problems following their responsibilities.	74	3.01	1.277	152	3.07	1.343
7	Assessors in a competency-based assessment have more knowledge and skill in the course mater.	74	4.28	0.712	152	3.82	1.215
8	Assessor assign to examine based on the knowledge and skill he has.	74	3.58	1.261	152	2.88	1.383
9	Assessors had not spent full exam time which is given by the COC center.	74	3.41	1.344	152	2.88	1.462
10	Assessors have ethical behavior during assessment	74	3.11	1.4	151	2.79	1.416
	Average		3.384	1.2011		3.162	1.2828

With regard to participant response for assessors' commitment to educational audit principles, and quality assurance trainers and trainees were disagree because some assessors were not

committed due to self-centeredness .But from the respondents response are the same moderate. Assessors: stated that each assessors must have a minimum of three years' experience in industry (work place) must be certified, has taken training on assessment methodology, and has been exposed to the practical assessment environment before taking on the assignment.

Concerning participant response for assessors' commitment to educational audit principles, trainees in COC exam average mean were moderate 3.38 and trainees 3.16.

4.7. Assessors personal factor that inhibit trainee's success

Table 7. Assessors personal factor that inhibit trainee's success

	Items	Trainer Data			Trainees Data		
		N	Mean	S.D	N	Mean	S.D
1	Assessors who have their own COC based training center and they give full assessment package of the National Assessment center to their trainees in payment based.	74	2.46	1.23	152	2.44	1.346
2	Assessors have their own COC based training center that able provide extra training for paid trainees.	73	3.11	1.40	152	2.63	1.336
3	Assessors who have their own COC based training center give pass marks for their trainees even if they are not competent.	74	3.43	1.32	151	2.52	1.331
4	Some assessors were coated, making black and white receiving money to make trainees pass in COC exam.	74	3.64	1.27	151	2.66	1.381
	Average Mean		3.16	1.30		2.05	1.343

Assessors who have their own COC based training center gain full assessment package for their trainees in payment based. Were mean is 2.46 and 2.44. They are agree. Some of the trainees said that they also used copy center around the training center. Were mean 3.11 and 2.63 moderate and disagree respectively Assessors who have their own COC based training center give pass marks for their trainees even if they are not competent .The result mean showed that moderate and disagree 3.43 trainers and 2.52. This opportunity was facilitated by the training center organizer. Some assessors were coated, making black and white receiving money to make trainees pass in COC exam mean 3.64 by trainer and 2.66 by trainees moderate and disagree.

Interviewee, respondent responded in regarding personal factors of assessors stated as follow Some of the assessors have opened COC training center with their 2nd Code name. After given the training assessors examine their trainee s by their friends. If not, assessors have strong relationship with the center, have an access to get the package of examination paper and will give the documents for the trainee s to help pre exam readiness.

For this illegal practice they have different payment schedule for each level rating from 800 to1500 Birr per student. Because of these kind of strong relationship with the organizer everything settled by phone. On the other hand, the assessors' act as brokers in the colleges and the broker prepare the comfortable environment for corruption. Nowadays the assessors ask trainees to pay 10,000 -20,000 Birr to pass COC examination illegally, especially for level III &IV. On the interview one lab assistant told me that sometimes the trainee who did not demonstrate anything got passed mark, the other who has demonstrated failed down, when I observe this at the time of assessment my heart broken down with this unfair judgment. Some of the assessors did not feel responsibility, did not thought about quality or the goals of TVET. Even in the examination room the trainee s were pay money in black and white. Today this practice well- known in different TVET organization and discourages the trainees, and their family.

4.8. Challenges related to National Assessment Center

Table 8. Challenges related to National Assessment Center

	Items	Trainer Data			Trainees Data		
		N	Mean	S.D	N	Mean	S.D
1	The National Competency Assessment Center take disciplinary or corrective action at the time trainees complains about problems face with assessor.	74	4.05	0.98	152	3.72	1.186
2	The National Competency Assessment Center exam organizers assigned assessors depending on personal relationship rather competency performance.	74	2.31	0.92	152	2.1	0.988
3	The National Competency Assessment Center gives more frequent exam session for the ethical one.	74	3.34	1.44	152	3.18	1.433
4	There is a system in which an individual who have their own COC based training center to be assigned as assessor.	74	3.07	1.45	152	3.07	1.436
5	The National Competency Assessment Center exam organizers have strong relationship with assessors who have their own COC based training center.	74	3.15	1.24	152	3.10	1.28
	Average		3.154	1.24		3.1	1.2836

The National Competency Assessment Center did not take disciplinary or corrective action at the time trainees complains about problems they face with assessor. Both trainers and trainees

strongly disagree and disagree (Table 8). Their application directed to somebody who, for example, gives appointment for tomorrow and the day after tomorrow.

The National Competency Assessment Center exam organizers some of them assigned assessors depending on personal relationship weather they are ethical or not rather than competency performance. There is a system an individual who have their own COC based training center to be assigned as assessor. The National Competency Assessment Center exam organizers have strong relationship with assessors who have their own COC based training its moderate or indirectly half of the respondents agree with this idea, this swimmingly small problem has huge adverse effects on the learning process. Rating of the sample TVET heads indicates that ‘unethical conduct among some external assessors’ is the most significant challenges to external assessment system .This obviously is in contradiction with the criterion of fairness. This practice seems to emanate from the fact that assessment is carried out by only one assessor, and that there is weak control from the side of TVET authorities. As rated by the sample TVET heads, limited control of TVET authorities over the external assessment system’ is the most significant challenges .This limitation regarding fairness and control also points out that there is a limitation interims of transparency.

National Competency Assessment Center is responsible for accrediting a training institution or a production facility as an assessment center; accredited qualified practitioners as assessors; assigning supervisors ;making sure that appropriate tools are used during assessment; and issuing qualification certificate to competent candidates. Accredited Assessment Centers are responsible for accepting and processing candidates’ applications, facilitating the conduct of assessment, making available all recourse needed, and providing candidates with self-assessment guide and the prerequisite of the units of competence. Assessors refer to qualified experts drawn from the world of work and accredited for conducting assessment with the responsibility for assessing and determining whether a candidate possess certain competences or all the competences and comply with administrative and technical quality procedures.

Ideally technical competency is determined by a qualification or other certificate of competency against the relevant occupational skill standards. The assessor has to be a level higher than the trainee being assessed. But this is not always practical.

4.9. Trainees factors motivation and interest toward successful learning

Table 9. Trainees motivation and interest towards successful learning

	Items	Trainer Data			Trainees Data		
		N	Mean	S.D	N	Mean	S.D
1	Trainees spend more time every day on reading and homework	74	3.12	1.42	152	2.73	1.487
2	Trainees feel comfortable and confident in their training institution.	74	2.89	1.46	152	2.74	1.489
3	Trainees are interested and motivated to attend the class.	74	2.58	1.2	152	3.15	2.13
4	Trainees are frequently face absent in the class.	74	2.13	0.9	152	3.18	1.43
5	Trainees are attend attentively and disciplined while attending the class.	74	3.11	1.4	152	3.76	1.211
	Average		2.784	1.33		3.103	0.2422

As presented Table 9, the item trainees spend more time every day on reading and homework received mean of 3.12 and 2.73. Regarding trainees feeling towards comfortable and confidence in their training institution mean of 2.89 and 2.74 was obtained. The item trainees are interested and motivated to attend the class received the mean 2.58 and 3.15 disagree and moderate. The mean score trainees are frequently faced absent in the class is 2.13 and 3.18 disagree and moderate. Trainees are attending attentively and disciplined while attending the class received mean of 3.11 and 3.76 moderate. From the above information and from average mean of this categories trainees motivation and effort towards success done by trainees were disagree and average mean 2.78.

Table 10. Trainee emotion towards their success

	Items	Trainer			Trainee		
		N	Mean	S. D	N	Mean	S. D
1	Trainees feel they are competent in theoretical and practical skills.	74	3.43	1.32	151	3.1	1.47
2	Trainees have confidence when finished and they access for good job opportunities for the future.	74	3.64	1.27	150	3.3	1.43
3	The trainee is solely responsible for the trainee's COC exam failure.	74	2.58	1.41	152	2.81	1.54
4	Trainer appreciates trainees when they work hard towards scoring well in a test or performing well in extracurricular activities.	74	2.28	1.13	152	2.13	1.08
5	After each test, trainer helps trainees in understanding ways to improve your grades.	74	3.19	1.22	152	3.15	1.36
	Average		3.024	1.27		2.90	1.38

As shown in the Table 10 the trainees are not feeling they are hundred percent competent in theoretical and practical skills received mean of 3.43 and 3. It is moderate for the item trainees have confidence when finished and they access for good job opportunities for the future mean 3.64 and 3.3. For the item trainee isn't believed solely responsible for the trainee's COC exam failure the mean is 2.58 and 2.81 both disagree. The item trainees appreciated by trainers when they work hard towards scoring well in a test or performing well in extracurricular activities, earned the mean of 2.28 and 2.13. The item trainees are happy after each test, trainer help trainees in understanding ways to improve your grades received moderate agreement, with mean scores 3.19 and 3.15. From the above information and from average mean of this categories trainee s feeling and confidence towards success with themselves were moderate and average with mean scores of 3.024 and 2.9 respectively

Through questionnaires and interviews the respondents reported the readiness of students to accept learner centered approaches during teaching and learning as one of the factors hindering effective CBC implementation. Students were not ready to accept the learner-centered approach. That is why trainers relied on the lecture method, “if the trainer use learner-centered approaches, trainees think that trainers are not being fair to them as they like to be spoon-fed everything”. Trainers do not like it when trainers use participatory methods. They think that trainer is not teaching them as they deserve. The problem starts from primary school where students are taught everything without giving them an opportunity to construct their own knowledge. Even the examination questions given to Standard VII students show clearly how they have not been oriented to CBC.

The trainees observed that trainers’ lack of adequate knowledge hindering the effective implementation of competency based curriculum. As a result, the trainers faced a dilemma when it came to implementation CBC because they lacked current knowledge and skill to deal with trainees complex learning problems. Through questionnaires and interviews the respondents reported the readiness of students to accept learner centered approaches during teaching and learning as one of the factors hindering effective CBC implementation. Students were not ready to accept the learner-centered approach. That is why trainers relied on the lecture method, “if the trainer use learner-centered approaches, trainees think that trainer are not being fair to them as they like to be spoon-fed everything”. Trainers do not like it when trainers use participatory methods. They think that trainer is not teaching them as they deserve. The problem starts from primary school where students are taught everything without giving them. An opportunity construct their own knowledge .Even the examination question given to standard VII students show clearly how they have not been oriented to CBC. These findings confirm that CBC needs to be introduced to the pupils from primary school so that when they joined competency based education they will be ready for such teaching and learning approaches.

4.11. Results from interview

In this study three deans were interviewed to provide information they know about challenges related to COC exam. This led to identification of two major problems. The first was that teachers of TVET colleges are not well-trained to prepare students for passing COC exam. Teachers teaching in TVET College were not trained for the purpose of teaching TVET students.

They lack pedagogical knowledge and skills that qualify them for teaching in TVET colleges. They do not know what teaching and assessing in TVET College requires. This is similar to the finding of Solomon (2016), who found out that TVET teachers are not trained to teach competence-based education and are not psychologically preparedness to teach in TVET. This means there is a shortage of pedagogically qualified teacher for TVET program. For this reason, they made the teaching-learning process teacher centered which is dominated by lecture teaching method, instead of using student-centered method. When teacher centered method is dominant over the student-centered method, it is hard for students to acquire practical skills that enable to prepare them and to pass COC exam. Moreover, the teacher centered method student does not allow students to become self-learner and independent learners, and reduces cooperative learning. In addition to making the teaching and learning process teacher centered, pedagogically unqualified teachers assess students by multiple choice and short answer questions that measure only factual knowledge but do not assess skills of students. Teachers also avoid practical exams because it takes much time to assess many students. Regarding this, one interviewee responded the following:

‘‘It takes one day in order to administer practical exam to 5 students and 5 days to 50 students. So teachers do not have time to use practical exams’’

Even when multiple choice and short answer items are used for assessment purpose, they are not used after finishing each unit in a course and feedbacks are not usually given to students. It is known that the knowledge and skills of students on one unit must assess and feedback given before moving to the next unit. So the assessment methods are not effective and they do not involve feed-back provision.

The second major problem identified was corruption in COC examination. One form of corruption is that many assessors ask examinees to pay them money in order to allow the students pass COC exam. Depending on the training level of the students the money that assessor charge ranges from 5000 to 10000 Birr. It was found out that even the COC center has a chain through which it collects such money from students confidentially by using brokers. One interview responded ‘‘ they have brokers in each TVET college. For those students who pay money, they send COC exam one day before the exam date and they assign assessors who are easy to do corruption with’’.

Another form of corruption is that assessors who have their own training centers give package and sometimes exams to their trainees. That could be one of the reasons why some students prefer to take CoC exam in private rather than doing so through TVET colleges.

Taken together, due to the above two major challenges or problems some students that can afford to pay money can pass COC examinations even if they do have acquired the necessary skills while the majority of the students may not pass. If these problems remain unsolved, parents may stop to send their children to TVET colleges and institutions.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of the major findings

The purpose of the study was to examine the challenges and practices that are affecting TVET trainees' certificate of competency result; the case of Ayer Tena Health Science and Business College, Principal Health Science and Business College and Kea-amed College, which are located in Addis Ababa city Administration in Kolfe Keraniyo Sub City. The colleges have provided education and training for a significant period of time.

To collect primary data, questionnaire with close-ended questions and interview were used. Besides, necessary documents were consulted to obtain secondary data. The quantitative data obtained from close-ended questions were edited, organized, tabulated, and then analyzed by using frequency, percentage and mean value and standard deviation. The data collected through interview was organized into meaningful theme and transcribed to support, triangulate, and crosscheck data gathered using other tools. There are indicators that the training program is not to be as effective as compared to the objectives of TVET. Therefore, the study focused on answering the following specific questions.

- What are the factors arose from trainers that TVET trainees encounter during national assessment?
- What are the factors that assessors contribute to the poor performance of trainees while they are sitting for COC exam?
- What are the factors related to trainees that lead them to perform poorly in TVET national assessment?

In order to develop detailed conceptual frame work; literatures were reviewed and analyzed then, descriptive study was employed. The main source of the information for the survey was information obtained from trainees, trainers (instructor, focal person, Lab assistant), deans and assessors. The researcher used purposive sampling method. From the total 604 population 161 trainees and 74 trainers total 226 were involved but 9 trainees didn't return the questionnaire.

Regarding the dean, each college has one for each and all of them were involved. Concerning the assessors the researcher decided to collect information from the assessors who appeared to be assessing the trainees at the time of collection since their number is small to handle. Based on the data obtained from the respondents the following findings were revealed.

It is evident that, during recruitments of trainees, they were oriented to get a sort of knowledge and skills that enable them to perform a kind of job in a work place, but the actual training program fails to provide the required knowledge and skill for those trainees. It is found that the training program could not be considered competency based. TVET trainer & training program designed was not based on a careful analysis of what professional vocational competency trainer required in order to teach competency-based TVET, nor did it take into account the knowledge and skills gap of incumbent TVET capital trainer and trainees, showing incongruent with the design characteristics of competency –based TVET. Also the opportunities of trainees to develop their competencies in practice based learning, TVETs were not to the level required. As the study showed the teaching-learning process in TVET based training programs did not give much attention to the negative approaches to the teaching knowledge, skill and altitude. The practice might be linked to lack of appropriate or adequate training of trainers on the competency-based approach. Course delivery in TVET trainer training colleges appeared to be more inclined towards lecture dominated traditional teaching approaches and self directed and self-reflection practices were not given adequate attention. Moreover, the focus of trainees’ assessment was not on assessing individual competence; rather it was more inclined to norm –referenced assessment, as in traditional assessment approaches. Providing feedback and follow-up of trainees’ learning process as a strategy to assist trainees to learn at their own pace was not profoundly observed. The findings further indicated that the core teaching competencies such TVET pivotal to the country’s socio-economic development, the pattern of its development has shown in consistent policy direction, mainly because of ideological difference pursued by the different governments. As a result, the country locked the dynamic, consensus based national TVET system which it could consistently follow that would transcend ideological difference and avoid starting building a new system in Ethiopia should involve TVET trainers administrators in policy and curriculum development related matter. Such involvement is critical, especially when introducing new educational innovation such as the competency-based system, which requires trainers’ behavioral

and practical transformation in many aspects. The result also suggested that, although the TVET system in Ethiopia has been reorganized in the light of competency-based (outcome-based) paradigm and observed in practice, its realization has not yet materialized to the required level due to lack of strong implementation.

The implementation of training throughout its process shows lack of proper preparation. Objectives of the training are clear. But, some trainers are not properly aware about the contents of occupational standards that are developed by actual workers of enterprise. There is no means of communication between trainer of the institute and those who develop the actual standard curricula, which is changing within a short period of time, and the unit of competencies included in one occupation varies accordingly. There is lack of coordination in curriculum development process. Trainer did not participate in the preparation of the curriculum. In some field of studies necessary course aren't included which enable the trainer to perform their duties in the work place and make them competent in their actual practice. Trainers do not get the necessary training to fill their skill gap whenever new occupation are included in the training program which completely contradicts the teaching learning principles. There is lack of proper evaluation system on the implementation of the training program.

Competency based assessment involves collecting evidence in order to prove that the person can perform against the element of competence and performance criteria as stated in the national occupational standards. In traditional assessment, person takes a single test and examination in competency based assessment, there are a number of activities to determine whether a person has demonstrated competency. An individual can be assessed during the training; assessment is seen positively as support of trainee learning and in assisting trainees to bridge the gap between their current achievement and their expected goal. AFL recognized the influence that assessment has on motivation and self-esteem of the trainees and provides them with constructive feedback.

Assessors didn't properly play their role. Implementation of external assessment is being affected by challenges such as unethical conduct by some assessors, limited associability of assessment as a service; capacity (quality) gaps in terms of assessors' attitudinal problems disfavoring external assessment, and weak linkage between the external assessment system and TVET institutions. Sometimes the external assessment is given by uncertified assessors. In the case of Ethiopia, renewal of accreditation of private institutions depends in the proportion of

trainers of the college who passed the test. The requirement was that at least 65% of the trainees who took the assessment must pass. The linkage between accreditation and assessment result (implying accountability) seems to be creating other corrupting system.

Concerning the national competency assessment center's role on trainee assessment success were the other focus areas in the study. However, the study indicated that NCAC's role has significant importance for the success of trainees. Nonetheless, it affects trainees' success in COC exam process. Because the assessors NACA assigned were somewhat based on personal relationship not merit based, And office do not give response to the appeal from trainee. This is very important element that needs to be given attention by concerned body. National Competency Assessment Center does not take disciplinary or a corrective action at the time trainees complains about problems they face. Most of the time they did not put their signature, in addition they were not experienced, and are aggressive corrupted. COC trainer and certificate assessors assigned depending on their relationship and mutual benefit with the assessors. Some of the assessors do not feel responsibility, and are not well- oriented on the quality or the goal of TVET. Even at the examination room the trainees were asked literally money black and white. At this time, this practice known by the trainees, trainers, trainees' family even by the national assessment center and TVET agency.

- Stakeholder's involvement is poor. Respective bodies of the training program are not committed On the other hand, most of the graduates of the TVET did not perform the required standard which is expected to fulfill at the work place. Extensive effort should be done in the preparation of TVET reform by FTA (Federal TVET agency). Therefore, it can be concluded that through extensive efforts must be done in the preparation of TVET reform in the education curriculum designer, trainer and TVET administrator are not equally aware of the nature, focus, assessment and curriculum development of CBE. The trainer have not received adequate training to train as the framework of TVET approach, to improve the practice of implementing CBET program and to identify CBET implementation gaps in the TVET program. This thesis indicates what is lacking in the TVET trainer education program and makes suggestions to make the program effective. The researcher believes that this thesis makes a significant effect or practical contribution to the re-design of TVET trainer education and teaching learning strategies, and also

indicates some of the gaps observed in trainer. Thus the recommendation in this thesis can serve as a basis to evaluate current trainer professional development activities in TVET colleges and to design effective TPD programs that contribute towards realizing competency based education system the actual performance in far from its vision and objectives. Hence, there is a variance between the competencies a graduate acquire at a TVET institutional and what the industry generally expects and thus, reducing the chance of employability. In summation, it appears that TVET institutions are not ready to effectively implement CBET reforms as anticipated mainly because they are not well equipped interims of trainer and assessment. The literature reviewed in the research paper highlighted a number of silent points. TVET is rather an expensive form of training in comparison to academic education and thus it is generally affected by the high cost that is attached to it and this may probably explain why TVET institutions are not well equipped.

The curriculum designers \trainer are not fully aware of the nature, focus, assessment and curriculum development of CBE because they have received inadequate training; there is a lack of precise exchange of information, communication and , cooperation and training providers in real world of work place. Trainer training programs must be aligned with TVET curriculum and trainers' professional needs. There is a need to involve curriculum experts, personnel from industries/businesses, consultant and other stake holders in the curriculum development process. There is also a need to establish precise information flow, communication and cooperation between training providers (TVET) and industries/businesses.

The national economic transformation agenda is churning out of skilled and trained man power. Actions should be taken to provide a new assessment that emphasizes on mastering knowledge, building intellectual capital, nurturing a culture of progressive attitude, and encouraging the practice of high virtues, ethics, and moral values. In this context, AFL had been found to be capable of evaluating trainees' found to be capable of evaluating trainees' cognitive (intellectual) affective education philosophy.

The trainees are no longer evaluated at the end of the year or at the end of a lesson. Instead, they are evaluated throughout the learning process. AFL practices in TVET contribute strongly to giving pupils a framework that empowers them to take charge of their learning, emphasizing that

everyone has the potential to succeed, and encourage pupils to accept responsibility for their own development. To fulfill the first aim, it is important those trainers: construct assessment that are aligned with the outcome objectives and delivery approaches, attend to the response process to the assessment process to ensure that this support transfer to learning not only what the learners' know, but what they can do with the knowledge, go beyond recall when assessing knowledge and skills, implementing regular formative testing to provide trainees with ongoing indication of their progress. This can take many forms, depending on resources and intended outcomes, (example major tests or simple pre-lecture on previous material).

Trainees' assessment was norm-reference; it must be changed to individual competency assessment. The types of knowledge and skills to be assessed can affect the choice of assessment methods, although there is no one-to-one correspondence between skill types and assessment types. Traditional assessment form including multiple-choice and short-answer questions, are efficient ways to measure factual knowledge and application of Using Alternative Assessment in Vocational Education. Assessment is seen positively as support of trainees learning and assisting the trainees to bridge the gap. Being focused on learning mastery specific skill, it builds their confidence in being ready for the job. Balance the gaps between class room learning and labor market reality must be aligning. The instruction and practical components have alignment with CBET principles (have strong learning environments).

Ensure the assessors have adequate evidence for making assessment decisions and the assessors understand that they make assessment decisions, the assessors build good working relationships with employees and assessors have appropriate experience and training and ensure assessors expertise matches the assessment and build good working relationships with employees additionally. Ensure assessors have opportunities to standardize assessment decision method with other assessors. Explain any further steps in the assessment process (if applicable) and how these are going to be achieved and follow the agreed complaints and appeals procedures if employee disagrees with their assessment decisions. Contribute to assessment and verification procedures so anyone's assessments are in line with other and work to the quality assurance process. Finally with properly constructed benchmarks, CBET has the potential to produce intellectual capital that is competent interims of what the industry or employer needs .Some of these competencies efficiency, and effectiveness and quality performance. So we can argue that

the trainees are both qualified and unqualified .They become qualified in case they take trainings in the recent curriculum of TVET. They are not qualified because there are trainers who get trainings in the old curriculum and pass the national assessment with money.

The result of this study showed that the academic qualification level of instructors was below the required minimum standard. Challenges and priorities considering the myriad problems were facing the colleges. TVET is not only important, it is prerequisite that we started by critically reviewing some of the problems and challenges facing the TVET could be used to set priorities and alleviate the basic TVET system. Prioritizing and alleviating these problems before embarking on suggestions on the way forwarding the basic TVET system reform challenges and priorities in developing countries.

5.2. Conclusion

As it was mentioned in the previous chapter, the researcher aimed to assess the challenges and practice that are affecting TVET trainees' certificate of competency result: the case of Ayer Tena Health Science and Business College, Principal Health Science and Business College and Keamed College, which are located in Addis Ababa City Administration in Kolfe Keraniyo Sub City.

TVET has been given great emphasis on the education system of Ethiopia, aimed at as an ambitious vision of creating competent and self-reliant citizens that contribute to the economic and social developments of the country which in turn improves the livelihoods of all Ethiopians and sustainably reduce poverty. Based on this vision, TVET policies and strategies are developed. The study tried to assess the effectiveness of COC on TVET at the practical area by selecting three private training institutions. Findings of the research showed that the containing program currently conducted, lacks proper preparation in all aspects of the training process.

(1).There is a lack of experienced and competent teaching and supporting staff as observed from respondents' responses the lack of training to provide CBET can be a series problem.

(2).Competencies in practice based learning activities were not to the level required. As the study showed, the teaching learning process in TVET teaching training programs did not give much attention to the negative approach of teaching knowledge, skills and attitudes. This practice might be linked to lack of appropriate or adequate training of trainers on the competency based

approach in general, and pedagogical competencies appropriate to competency based TVET in particular. Course delivery in TVET teaching training colleges appeared to more incline towards lecture dominated traditional teaching approaches and self-directed and self reflection practices were not given adequate attention.

(3). More over the students' assessment was not assessing individual competence, rather it was more inclined to norm-referenced assessment, as in traditional assessment approaches. Providing feedback and follow up to students' learning process as a strategy to assist trainees to learn at their own pace was not profoundly observed.

(4). The finding of the study revealed: Addis Ababa National Certification has corrupted and forgotten the purpose of its establishment; moreover, some of the departments of assessment organizers have had a corrupted strong relationship with assessors. Assessors assigned were not depending on the strategy or competency performance but by their friendship and assigning more frequent exam session for the unethical/unskillful assessor. In addition, individuals who have their own COC based training center were assigned as assessors, exam organizers and some supervisors are found having strong relationship with assessors who have their own COC based training center.

(5).From the data it was shown that the exam assessors who have training center got full assessment package from the center before their students examined, and also give chance to examine the trainees who trained in their training centers and this trainees only have been passed because so many trainees have been registered in their center, and this is directly showed that there is mutual benefit. Some of the assessors have behavioral problem, they insulted the students in front of the supervisor and no measure was taken .The other challenges of the trainees are black and white some assessors coated money to pass the National exam. From 5000 -10000 birr asked by assessors or by assessor brokers to pass the exam and 1000 -2000 birr paid to take trainings for each level. Based on the findings and conclusion the following are recommended: to implementation of competency efforts of stake holders towards enhancing learner's competency and has influencing learning the external assessment certification system has directed the attention.

The National Assessment Center also has its own adjustment or has blockers from 5000 – 10,000 birr arrived in its account or the blocker then the theory and practical exam question and answers send for the trainees. Finally the assignment is given for practical examiner.

The researcher believes that this thesis' makes a significant effect or practical contribution to the re-design of TVET trainer education and teaching learning strategies, and also indicated some of the gaps observed in trainers. Thus, recommendation in this thesis can serve as a basis to evaluate current trainers' professional development activities in TVET colleges and to design effective TDP programs that contributes towards realizing competency based education system, than the actual performance in far from its vision and objectives.

5.3. Recommendation

Based on the findings, the following alternative solutions could be sought:

Recommendation for leaders and policy makers

The need to understand the Ethiopian experience with technical and vocational education and skills trainings(TVET) colleges and programs has made this research much more important. The findings of this study are expected to enable the leader and policy makers to formulate and implement appropriate policy toward TVET colleges in Ethiopia. The leaders and TVET policy makers in Ethiopia are encouraged to consider the following recommendations,

1. Providing adequate training for TVET trainer should properly trained in their subject matter and in the house of modern teaching and learning technologies. Also the government should ensure that TVET college to adequately upgrade their teaching methods and technical skills through professional development.
2. Ensure that assessments provide trainees with actionable and meaningful feedback beyond just the performance metric. Delaying feedback can be a stimulus for learning compared with concurrent feedback. Assessor should be given feedback on their assessment decisions after the assessment.
3. In order to accomplish the broad based TVET, respective body from the governmental and nongovernmental organization should actively participate in the program. Therefore

Federal and Addis Ababa TVET&NCCOC organizers, deans of the institute shall: develop better communication system among the participant of the training program in the college and with those stakeholders outside the implementation of proper motivation system, and design proper controlling system in order to come up with better results.

4. Besides theoretical knowledge, emphasis should be given to practical work and opportunities for industrial attachment for trainees effectively.
5. Consistently monitor and periodically evaluate the performance of the system and apply corrective measures accordingly.
6. Continuous and effective training needs to be given on CBE curriculum to raise the awareness of trainers and experts who are supposed to develop CBE curriculum.
7. Provide opportunities for external assessors regularly update their workplace experiences Encourage ethical assessors and national assessment staffs and discourage unethical ones, increase the number of assessors' especial women and limited control of TVET agency over the national assessment center system must be changed.

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Appendix I: Questionnaire

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Competancey Based Assessment Practice and Challenge in Private TVET Institution in Kolfe Keranio Sub ()
Questionnaire to be fill by TVET Trainees and Trainers

Dear Respondents: The purpose of this study is to gather information on the TVET trainee’s National compe

Thank you for your genuine contribution. Each section has instructions to how to reply to each question ite

PART I : General information Respond to each of the information by putting “ x “ or” “marks in the box pi

1. Respondents Background Information

1.1 Name of the Training Center:

1.2 Sex : Male Female

1.3 Educational Status: Level IV Degree MA

1.4 Department: Business Technology Health

1.5 You are: Trainer Trainee Assessor Dean Other

1.6 Work experience: Below 3 years 3 5 ab 11

1.7 Have you taken COC : Yes No

1.8 Which Assessment Center took your TVET National competency assessment?

South CoC center East CoC center North CoC center West CoC center

1.9 How Many Times became incompetent?

1. LEVE I 3. LEVE III
2. LEVE II 4. LEVE IV

Direction :Read each statement carefully, then Use the "x" symbol, that indicate the extent to which you feel .

1= strongly agree ,2= agree ,3 =neutral ,4 =disagree ,5 strongly disagree .

4.2.. PERCEPTION ON TRAINERS COMPETENCY TVET APPROACH

No	Table 2 : Challenges related to Trainees	Scale of agreement				
		strongly disagree	disagree	neutral	agree	strongly agree
		1	2	3	4	5
1	The trainers focus mastery of specific skills in their teaching.					
2	Trainers have the capacity of constructive and cooperative approach to develop skill of trainers.					
3	Trainers have good theoretical knowledge required to train TVET trainees.					
4	Trainers have good practical skills required to train TVET trainees.					
5	Trainers have good pedagogical skills' required to train TVET trainees.					

4.3.. TRAINERS TEACHING LEARNING EFFECTIVENESS

No	Table 3 : Challenge related to Trainers	Scale of agreement				
		strongly disagree	disagree	neutral	agree	strongly agree
		1	2	3	4	5
1	TVET trainers adequately trained to effectively handle the complex teaching duties and roles of CBE.					
2	The trainers' are motivated and committed to work towards realizing the goals of TVET.					
3	Trainer clearly defines the purpose and the objective of courses they teach.					
4	Trainer used the training time more effectively and efficiently.					
5	Trainers have ample knowledge's and skills that initiate the trainees to create new ways of doing things that relates to the actual practice of specific courses.					

4.4. TRAINERS ASSESSMENT PRACTICE IN SCHOOL

No	Table 4 : Assessment Challenges	Scale of agreement				
		disagree	disagree	neutral	agree	strongly agree
		1	2	3	4	5
1	The institutional assessment contains a combination of assessment.(classroom activities, exercises, test ,and skill assessment).					
2	The institutional assessment focuses on the practical assessment.					
3	Institutional assessment assesses theoretical knowledge.					
4	The institutional assessment is given to enhance the learning process, and also to evaluate trainees performance					
5	The Continues, summative and institutional assessment covers all competency components and training goal for the courses.					

4.5. TRAINERS ASSESSMENT APPLICATION

No	Table 5 : Challenges of trainers	Scale of agreement				
		disagree	disagree	neutral	agree	agree
		1	2	3	4	5
1	The trainers provide advance notice of when, how, and where assessment is taken.					
2	Trainers provide immediate feedback to each trainee regarding the results after assessment.					
3	The trainers prepare and document the performance of each trainee as evidence of his / her performance.					
4	Trainers use results of tests and other assessments to monitor trainee growth.					
5	Trainers give feedback to trainees to see and help them selves					

4.6. Assessors competency

No	Table 6:Challenges related Assessors	Scale of agreement				
		disagree	disagree	neutral	agree	agree
		1	2	3	4	5
1	Assessors' have strong commitment to educational audit principles, and quality assurance.					
2	Assessors' have teaching experience especially good educational leadership skills.					
3	Assessors have enough professional skills to examine the trainees.					
4	Assessors' have the ability to make appropriate decisions responsibly in the event of unforeseen circumstances					
5	Assessors have good oral and written communication skills.					
6	Assessors are effective in stabilizing, disruptive, and solving problems following their responsibilities.					
7	Assessors in a competency-based assessment have more knowledge and skill in the course mater.					
8	Assessors are assigning to examine based on the knowledge and skill they have.					
9	Assessors do not spend full exam time which is given by the COC center.					
10	Assessors have ethical behavior during assessment					

4.7. ASSESSORS PERSONAL FACTOR THAT INHIBIT TRAINEES SUCCESS

No	Table 7:Challenges related Assessors	Scale of agreement				
		disagree	Disagree	neutral	agree	strongly agree
		1	2	3	4	5
1	Assessors who have their own COC based training center give full assessment package of the National Assessment center to their trainees in payment based					
2	Assessors have their own COC based training center that is able provide extra training for trainees paid for this kind of service					
3	Assessors who have their own COC based training center give pass marks for their trainees even if they are not competent.					
4	Some assessors were coated, making black and white receiving money to make trainees pass in COC exam					

4.8. CHALLENGES RELATED TO NATIONAL ASSESSMENT CENTER

No	Table 8: Challenges related to National Assessment Center	Scale of agreement				
		disagree	Disagree	neutral	agree	agree
		1	2	3	4	5
1	The National competency assessment Center takes disciplinary or corrective action at the time trainees complains about problems face with assessor.					
2	The National competency assessment Center exam organizers assign assessors depending on personal relationship rather competency and performance.					
3	The National competency assessment Center gives more frequent exam session for assessment ethically.					
4	There is a system where persons who have their own COC based training center to be assigned as assessors.					

4.9. TRAINEES FACTOR THAT MOTIVATION AND INTEREST TO WARD SUCCESSFUL LEARNING

No	Table 9:Challenges related Trainees	Scale of agreement				
		strongly disagree	disagree	Neutral	agree	agree
		1	2	3	4	5
1	Trainees spend more time every day reading and doing homework					
2	Trainees feel comfortable and confident in their training institution.					
3	Trainees are interested and motivated to attend the classes					
4	Trainees are frequently absent from classes.					
5	Trainees are disciplined and pay careful attention to lesson in class					

4.10. TRAINEES EMOTION TOWARDS THEIR SUCCESS

No	Table 10:Challenges related Trainees	Scale of agreement				
		disagree	disagree	neutral	agree	agree
		1	2	3	4	5
1	Trainees feel they are competent in theoretical knowledge and practical skills					
2	Trainees have confidence when finished they access for good job opportunities for the future					
3	The trainee is solely responsible for his/her COC exam failure					
4	Trainer appreciates trainees when they work hard towards scoring well in a test or performing well in extracurricular activities.					
5	After each test, trainers help trainees to understand ways improving performance of trainees					

11. What weaknesses do you observe in TVET students COC exam problem?

12. What is the main cause TVET student COC exam problem ?

13. Please suggest possible solution for the problem you observe?

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORIAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Competancey Based Assessment Practice and Challenge in Private TVET Institution in Kolfe Keranio Sub City Addis Ababa

INTERVIEW GUIDE GENERAL FRAMWORK

The interview guide is used to prepare data on “Competency Based Assessment Practice and Challenge in Private TVET Institution in Kolfe Keranio Sub City Addis Ababa

the case of . Dear participants of the interview (the Dean of the Institute and COC assessors). I am thankful for you willingness to share your time and respond to the interview questions. You are kindly requested to provide as accurate, recent and relevant information as possible.

The information you give for the researcher during the interview will be used only for the research purpose and hence, remain confidential. Your name sand information will not be disclosed to any third party.

Thank you in Advance!

1. What is the current practice of the institute with respect to National TVET strategies?
2. Does the Institution have adequate qualified trainers? If no, are there measure taken to solve the existing problem?
3. What weaknesses do you observe in TVET trainees COC exam problem?
4. What is the main cause TVET student COC exam problem?
5. What are the major challenges in you TVET institution in achieving its goal?
6. What measures were taken so far to alleviate the problem?

Appendix III. Assessment of TVET graduates in Addis Ababa (2000- 2012)

year	TNG	N.G.ASS.	G.A.C=%	# incompetent Gra.	% of incompetent Grad.
2000	2113	220	10.41	1893	89.59
2001	6589	1715	26.03	4874	73.97
2002	23185	4184	18.05	19001	81.95
2003	38309	5460	14.25	32849	85.75
2004	40661	7751	19.06	32910	80.94
2005	40663	17985	44.26	22678	55.77
2006	72235	44569	61.7	27666	38.3
2007	102553	62557	61	39996	39
2008	114291	64313	56.27	49978	43.73
2009	130259	80577	61.86	49682	38.1
2010	161192	93916	58.26	67276	41.74
2011	179574	95561	53.22	84013	46.78
2012	144373	74548	51.64	69825	48.4
Total	1059570	553356	52.4	506214	47.78

TNG = Total number of Graduates, N G.C = Number of Graduate competent, N.G.C%
 ==Number of Graduate competent percent , N.G.IN = Number of Graduate in competent, NGI
 ,Number of Graduate Incompetent percent

Source: Addis Ababa TVET agency

Appendix IV. Assessment of TVET graduates (2010 E.C.) of the three colleges selected for this study

Institutes Name	TNG	N.G.ASS.	G.A.C=%	#inc. Gra.	% incompeent Grad.
Ayer Tena	416	186	44.7	230	55.299
Principals	380	132	34.7	248	65.26
Kea-med	154	64	41.56	90	58.4
Total	950	382	40.2	568	59.79