

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

**IMPLEMENTATION OF OCCUPATIONAL ASSESSMENT AND
CERTIFICATION PROGRAM IN CITY GOVERNMENT OF ADDIS
ABABA: SUCCESSES AND CHALLENGES**

BY
HABTE TEREFE

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUTE STUDIES
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Acronyms/Abbreviations

AU	African Union
CBT	Competency Based Training
COC	Centre of Competency
CTE	Career and Technical Education
CVET	Continuing Vocational Education and Training
ECBP	Engineering Capacity Building program
FDRE	Federal Democratic Republic of Ethiopia
ETQF	Ethiopian Technical Qualification Framework
GTP	Growth and Transformation Plan
ILO	International Labour Organization
IOACP	Implementation of Occupational Assessment and Certification Program
IOCA	Implementation of Occupational Assessment and Certification Program
MOE	Ministry of Education
OCA	Occupational Competency Assessment
OCACC	Occupational Competency Assessment and Certification Centre
OCACPAA	Occupational Competency Assessment and Certification Program in Addis Ababa
TVET	Technical Vocational Education and Training
TVSD	Technical and Vocational Skills Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNEVOC	United Nations educational Vocational Organization Center
UNECSCO	United Nations Economic Cultural and Social Cooperation Organization
VET	Vocational Education and Training

ABSTRACT

The purpose of this study was to assess success achieved and the challenges encountered in the implementation of occupational assessment and certification programs conducted by OCACC during 2011/12 in Addis Ababa City Administration. Both qualitative and quantitative data were collected through questionnaires, interviews and document reviews. Questionnaires were distributed for assessors, experts and graduates who took occupational assessment whereas interviews were conducted with both Directors (of Addis Ababa TVET agency and OCACC) and ACs coordinators. The data were analyzed and interpreted quantitatively as well as qualitatively. The data obtained through questionnaires were analyzed using statistical instruments like percentage and weight mean values. Besides, qualitative data were presented with in a form of narration and direct quotation style. The results obtained from the study advocate that Inappropriate organizational structure of the city; Shortage of financial and material resources; poor standard of certification program; inefficient assessors, lack of awareness regarding OCACP, lack of competent human power, lack of commitment of concerned bodies, lack of adequate budget are major challenges of OCACC. Relatively, there were some successes achieved from the program among of which the most important were, the assessment created employment opportunity, helped graduates to be competent in the market, strengthen capability of assessment centers, Identify weak and strong performances and certificates awarded by OCACC produced opportunity for promotion, for entrance of higher education and employment opportunity. Finally, based on the findings and conclusions, the following points were recommended to address the existing challenges and raise social awareness about the importance of OCACP in the city. Necessary equipments, machineries and other facilities should be fulfilled in ACs; centralized system of OCACC should be decentralized; adequate qualified and competent human power, financial and material resource capacity in OCACC required to be fulfilled; raise awareness for stakeholders; preparing standardized assessment tools; assigning competent, experienced and committed industry assessors and assessment schedules may implemented in actual time

Key Words: Assessment, Assessment Center, Assessors, Center of Competency, Certification, Occupational Assessment, Occupational standards, Graduates and TVET

CHAPTER ONE

INTRODUCTION

This chapter begins with a brief background explanation of the study and states the problem. It also covers objective, significance of the study, scope of the study, limitation of the study, definition of key terms and organization of the research.

1.1. Background of the Study

Education is a continuous process by which people's abilities and talents are developed. In a broader sense, everything that is learnt and acquired in a life time including habits, knowledge, skills, attitudes; and personality can be brought under the field of education. Education is aimed at creating conducive teaching and learning environments to enable students more knowledgeable and better skilled or to influence their attitudes and values positively (Bezawork, 2009).

ILO in its annual document deduced that technically competent people are wanted everywhere all over the world in all trades and occupations. It is obvious that the shortage of skills reduce the efficiency of productivity. On the other hand, many people are excluded from production sectors due to lack of appropriate training and skill. It is therefore essential to train people in technical fields both for the individual benefit and national growth (ILO, 1971).

In line with above facts, the government of Ethiopia offers Technical and Vocational Education and Training for all sectors with a wide range of occupational areas including those in the public sector, the trade and services sector, finance, garment production, hospitality, primary industry and manufacturing.

Moreover, for the purpose of qualifying trainees, an occupational competency centre was established by the name of "centre of competence (CoC)" at 2008 in federal level and Addis Ababa city administration (Yosef, 2007). Because in our modern era, sustained competitive advantage of a country in general and an organization in particular primarily relies on trained, skilled and competent human resources. In order to meet the pressing demand for trained and competent man power, the issue of occupational competency assessment has a paramount importance to promote social, economic, and political development of a nation.

Therefore, it is important for the TVET graduates, The TVET Agency and for relevant stakeholders to design and undertake different studies so as to promote success achieved so far and recommend solutions for the major problems encountered. In light of this background the current study tries to assess the implementation of occupational assessment and certification program in Addis Ababa City Administration. So the study was carried out using descriptive research method in order to examine achievements and challenges of occupational assessment and certification program based on the available data selected from relevant respondents.

1.2.Statement of the Problem

The adoption of a labour competency approach to training is undoubtedly related to productive transformations that have taken place since the 1980s. As a result of the productive transformations that have taken place, most of the Enterprises have come to understand the need to prevail in the market by improving competitiveness. The relationship between a competent workforce and the degree of competitiveness and productivity of an Enterprise was widely accepted and accordingly structuring of high standard training programmes became very essential. Hence, our country Ethiopia set the goal of the TVET system to create a competent and adaptable workforce to be the backbone of economic and social development that enable an increasing number of citizens to find gainful employment and self-employment in the different economic sectors of the country.

Inline of national TVET system, the Addis Ababa City Administration reorganized the TVET into an outcome-based approach by identifying competences needed in the labour market (MoE, 2010). Aiming Competence comprising the possession and application of a set of skills, knowledge and attitudes which are necessary to successfully compete for jobs in the labour market; to be a productive and adaptable entrepreneur, employee or self-employed, and thus to contribute to personal empowerment in economic and social development.

To bring this to reality the occupational competency assessment process has been underway since 2008 in the City under the Addis Ababa TVET's Agency and became an independent office in 2010. Since then, the results of the graduates from various occupations have been recorded. As the recorded evidence shows, among the candidates assessed as a whole, the

number of graduates who were found to be competent was very low. Out of 59,746 candidates assessed from 2008 – 2011, only 10,163 (17.01%) were found to be competent (OCACC, 2012). Hence, this fact clearly indicates how serious the problem is. Moreover, there are a number of constraints that challenge graduates' competency knowledge test and practical activities including in the early process of college preparation. Among the major challenges faced the institution, lack of efficient management, inadequate budget, lack of adequate equipment and facilities, and lack of participation of stakeholders are mentioned (MOE,2005). Particularly, the inadequacy of needed resources and materials, appropriate skill deficiency of the trainers, assessors, unproductive use of the available resources in assessment centres, corruption, insufficient apprenticeship may enhances the problems of poor quality implementation of assessment program and high drop rate of assessed graduates.

Therefore, as there is no tangible evidence researched so far in this area, it is crucial and appropriate to investigate the successes and challenges of occupational assessment and certification programs in the Addis Ababa City Administration so as to work for the betterment of the programs (Hayelom, 2011). This is because having the knowledge and understanding of the reality would help to take any appropriate concrete remedial and corrective actions. Thus, this study aims at answering the following research questions:

1. What successes are gained so far from the implementation of occupational assessment and certification programs?
2. What factors are accountable for majority of the candidates not to be yet competent in occupational competency assessment?
3. What are the main challenges that affect Addis Ababa City Administration OCACC assessment and certification activities?

1.3.Objective of the Study

1.3.1. General Objective

The general objective of this study is to investigate the successes achieved and challenges faced in implementation of TVET assessment and certification program In Addis Ababa city Administration.

1.3.2. Specific Objectives

1. To examine successes/achievements gained from the implementation of occupational assessment and certification programs;
2. To identify factors responsible for majority of the candidates to be not yet competent in occupational competency assessment;
3. To assess the basic challenges that affect Addis Ababa City Administration OCACC assessment and certification activities.

1.4. Significance of the Study

As the researcher confirms there is no any research conducted in relation with challenges faced in implementation of TVET assessment and certification program in Addis Ababa City Administration of TVET Agency. So the study is in significance of:

- a. Resolving the problems associated with occupational competency of the candidates.
- b. Providing information regarding the basic challenges that affect Addis Ababa City Administration OCACC
- c. Providing policy makers, researchers, institutions etc with sufficient and reliable data on the issue.
- d. To fill knowledge gaps if there is

1.5. Delimitation of the Study

To conduct the research on the issue of TVET programs in Addis Ababa City Administration it would be costly that needs a huge amount of money, a good experience and long term process. Relatively, occupational assessment and certification programs themselves are broad and can be studied in different levels and also from different dimensions like policy formulation, planning, administration, resource utilization and others. Due to the above reasons, this study were delimited to the investigation of implementation of occupational assessment and Certification Programs in Marketing, Surveying Technology, Furniture Making, General Drafting, and Radiography occupation areas that comprise number of graduates. Since having more experience in taking occupational assessment at lower levels, the researcher believed that level four graduates had relevant information related to this topic. Hence, the study focuses on graduates of level IV and only those assessors who took occupational assessment in 2011/2012 academic year. Further, there were 18 Assessment

Centres in the capital and conducting research in all these centres was unmanageable due to time and financial constraints, so the researcher delimited the study area on 5 Assessment Centres

1.6. Limitations of the Study

The student researcher were confronted several constraints while conducting this study. One of the major limitations come across during the way of this research was lack of cooperation from concerned individuals to get available data. Likewise, some of the respondents particularly assessors were found to be unwilling to respond to the survey questionnaires. Even those who took the questionnaires had taken several days to complete and to return back. Moreover, time limitations and financial constraints were considered as restrictions. So the aforementioned limitations may affect the results of the study.

1.7. Definition of Key Terms

Assessment –is the means of determining if a candidate possesses the required competencies of an occupational qualification as stated in the occupational standards (OS). It is a process of collecting evidence and making judgment on whether competence has been achieved or not (MoE, 2010).

Assessment Centre –is establishments officially authorized by the CoC to manage the assessments of candidates for certification (MoE, 2010).

Assessors- are individuals who meet the required qualification to be authorized by the CoC to assess whether a candidate possesses certain competences or all the competences defined by an occupational qualification (OCACE Data Base and [http//http//en.wikipedia.org//](http://http://en.wikipedia.org/)).

Centre of Competency (COC)-Autonomous government organizations delegated by the Federal TVET agency to properly and effectively implement assessment and certification program (Girma, 2013).

Certification – is a formal process of recognizing that an individual is qualified in terms of the required knowledge, skills, and proper and proper work attitudes based on the occupational standards set by the industry (MoE, 2010).

Graduates – are trainees who have completed the requirements for a certain TVET course in any of the delivery modes during the specified reference year (TESEDA, 2008).

Occupational Assessment –is a process of collecting evidence and making judgments on whether competence has been achieved (MoE, 2010).

Occupational Standards (OS): definition of range of competence that should be achieved through TVET in order to enable a person perform in a given occupation basis against which an individual's performance is assessed through occupational testing (Girma, 2013)

Technical Vocational Education and Training (TVET) -is the education or Training process when it involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life (Piano, et al, 2008).

1.8 Organization of the Study

The study covers five Chapters. The first chapter comprises Background of the study; Statement of the Problem; Significance of the Study; Objectives of the Research; Delimitation of the Study; as well as Organization of the Study. The second chapter refers Review of Related literature, which is relevant for the study. Chapter three deals with Research Methodology; study design, sample and sampling Procedures. Chapter four focused on Data Analysis and Data Interpretations of the Study. Finally, the last Chapter consists of the Findings, Conclusions and Recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This particular section presents the concepts of TVET, beneficiaries of TVET System, relevancies of TVET in producing market demand employees, the challenges in TVET programming, the System of TVET training, about occupational assessment and certification standards, overview of TVET experience in Ethiopia have been reviewed from relevant literatures.

2.1. Concepts of Technical and Vocational Education and Training

2.1.1 Synchronizing TVET

Vocational education and training are in all probability as old as humanity (Maclean and Wilson 2009). Currently, UNESCO estimates that some 80% of occupations are based on the application of technical and vocational skills to the world of work (UNESCO-UNEVOC & UNESCO-UIS, 2006).

TVET is a comprehensive term referring to the educational process, which involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to an occupation in various sectors of economic and social life (UNESCO, 1984). It is the major link connecting the school system and the employment market, which means that developments in TVET are intimately linked to general trends in the economy (UNESCO, 1990).

Maclean and Wilson (2009) argue that the present term—TVET—necessitates both explanation and differentiation from other terms (Maclean and Wilson 2009). Over time, a string of terms have been used to elucidate elements of the field that now makes up the term TVET. To mention a few: occupational education (OE), vocational education and training (VET), technical education, TVE career and technical education (CTE), (Maclean and Wilson, 2009). A number of these terms are commonly used in specific geographical areas. For instance, in Europe the term vocational education and training (VET) is in common usage, while in the United States the current term is career and technical education (CTE). In addition, many in the field are advocating the use of continuing vocational education and training (CVET). There are also several different dimensions that can be used to define

vocational education and training—for example: its venue (company-based, apprenticeship, school-based), and character (initial, continuing).

Many Authors argue that, TVET by design is planned to build up skills that can be used in a specific occupation or job. These same authors argue that the objectives and content of TEVT curricula is derived from analysis of the tasks that are to be carried out on the job. The effectiveness of these curricula can be measured by the extent to which trained persons can use their skills in employment (Middleton, Ziderman, V. Adams 1993). Maclean and Wilson (2009) define TVET as the acquirement of education and skillfulness for the world of work to raise prospects for productive work and personal empowerment and socio-economic development for sustainable livelihoods in the speedily changing work milieu.

2.1.2 Beneficiaries (Target groups) of the TVET System

The TVET system shall incorporate efficient means to assure access and equity of all target groups to the system with emphasis on the integration of marginalized groups with special measures. According to Passmore (1983), TVET system aims to provide more TVET opportunities to a wider range of different target groups than previously. In addition to school leavers, the TVET system will therefore address School drop-outs, People without formal education, including illiterate people, Entrepreneurs and employees (including formal and informal apprentices) in both formal and informal enterprises who require skills upgrading and access to recognized qualifications, Unemployed people who need initial TVET or retraining to support their reintegration into the labour market and People with special constraints to properly engage in economic participation, such as people with disabilities, people from marginalized groups and other groups that have been marginalized in the labor market

2.2 Relevancies of TVET in Producing Market- demanded Employees

Skills development and technical, vocational education and training are now becoming increasingly important on the international and national policy agenda. For example, UNESCO advocates TVET, claiming that technical and vocational education that is driven by market demand is more effective in enhancing employment and income generation activities (Adams, 2011). The World Development Report 2007 states that making labour, which is the

main asset of the poor, productivity, is the best way to reduce poverty (World Bank, 2006). As a tangible policy responses in favour of TVET, the Dakar Framework for Action set explicit goals pertinent to TVET (UNESCO, 2000). Generally, there is an expectation that TVET facilitates economic growth and poverty alleviation by serving as a mechanism to prepare people for occupational fields and by enhancing their effective participation in the world of work, (UNESCO, 2001; NUFFIC, 2010).

Furthermore, TVET has also gained the attention in Africa as a result of which TVET is part of the education systems (Oketch *al.*, 2009). Despite the political attention that is being given to TVET, the literature on TVET lacks agreement on the relevance and effectiveness of TVET in developing countries. On the one extreme is the argument that disfavour TVET. As cited in Oketch (2007), Blaug (1973) argued that vocationlization can not be a remedy for educated unemployment. Similarly, Selvarantnam (1988) argued against TVET in developing countries. Even recently, Psacharopolos (1997) holds that TVET is deemed to failure in developing countries. On the other extreme are arguments that justify TVET as something relevant to and effective in developing countries. Lee (1998), Lewis (2009), and Oketch (2007) are some of the examples in this category. In Africa, considerable achievements have been registered in enhancing enrolments and completion rates in general education (Tarabini, 2010).

However, youth unemployment is still very high and those who make a living in the informal sector live at the margin. Therefore, the need for skills development for socio-economic development and poverty alleviation is not to be ignored. TVET research to date has tended to focus on whether or not TVET in developing countries is relevant and/or effective without adequately indicating what mechanisms working under what context lead to an effective TVET. In this respect, Pawson and Tilley (1997, p. 72) hold that “when an evaluator tells us that a program is a success; s/he should be demonstrating what it is about the program which works for whom in what conditions.” Nevertheless, TVET research conducted so far is not in this direction.

2.3 Challenges in TVET Programming

The challenges in TVET programs are massive, enormous, vast immense and in order to be substantial expansion of quality TVET program for raising employability and productivity (Illinois, 1991). Quality and relevance of training programs; quantity and quality of TVET teacher and instructors; management of the TVET system and TVET institutions; and need for rapid expansion of TVET system are the existing challenges of TVET.

Hence, in order to alleviate the unique challenges to institutions and administrators in TVET institutions require workshops, tools, equipment, and materials. Vocational technical subject matters require more instruction and practical time than arts and science education. Vocational technical subjects need to be allotted sufficient time to satisfy their practical goals. Methods of assessing vocational technical subjects, especially the form of assessment require the training of assessors who can assess students' competence in the classroom and in the workplace. All these make vocational technical education more expensive than other types on education (Boateng, 2012, 110).

To produce competent human power for TVET, and consequently attain sustainability, closure and more coordinated partnerships with the industries should be established. International and bilateral development co-operation agencies have been playing a major role in financing technical and vocational education as well as in providing policy direction (Illinois, 1991). Finally, to continue to flourish in a global economy in which individuals are expected to have well-developed technical skills, that allow high levels of flexibility and adaptability and an ability to work across a range of jobs.

2.3.1 Worldwide Challenges of TVET

Survey reports in Canadian international development agency (CIDA) state six challenges identified through international experience in TVET and these are presented hereunder:

1. The crucial importance of the economic and social context: Economies that are growing, providing more and better employment opportunities are improving access to and adoption of new technologies and have available financial capital are, of course, the ideal environments for increased investment in TVET. The provision of education and training is fundamental but on its own is insufficient. TVET is most effective as one component of solid

economic, labour market and social policies such as trade, private sector development, rural and urban regeneration, and labour market reforms. Yet, realistically, it is often the poorer economies that have the most pressing need for training programs for young people.

2. Limited access for disadvantaged groups A particular challenge for developing country governments will be the development of long-term strategies to increase the participation of disadvantaged groups in TVET. The access of women to TVET is a major concern, but other groups are also excluded. Access for ethnic minority groups can be limited when programs are delivered in official or mainstream languages only. Actual and opportunity costs may be too high for students from low-income families. Access for students from rural areas may be difficult because many vocational institutions and programs are located in major cities, and students have to deal with the financial and social implications of living away from their families. The TVET system may be designed to cater to young people, leaving older workers with little chance for training.

3. The stigma of vocational education In some regions, public perception of TVET as second class education will continue to limit enrolment rates. Reform and strengthening of TVET will help to change public perception and increase demand. There are many steps that developing country governments can take, including institutional capacity building, the establishment of effective accreditation systems, improvement of teacher training, curriculum reform, and improved labour market analysis.

4. The issue of high costs and sustainability The costs of TVET programming can be high and financial sustainability of programs may be in question. Budget allocations for TVET, particularly for maintenance, up-grading of facilities and equipment and on-going professional development of staff are often much smaller than is required.

5. Poor quality of primary and lower secondary education Low enrolment and/or poor quality in primary and lower secondary education will have a direct impact on skills and knowledge acquisition within TVET programs. If achievement in literacy, mathematics and science are low at the primary and lower secondary level, students will not have the basic academic skills they need to succeed in TVET programs.

6. Weak TVET governance The governance and management of TVET may not be strong in many developing countries. There can be a wide range of TVET authorities and institutions in one country, including state, non-governmental and private providers, all with differing interests, administrative structures, and approaches to TVET and communication and coordination among them may be ineffective. AU (2007:52) states that the challenges of globalization for TVET in Africa is the tension it has created between developing skills for poverty eradication and skills for global economic competitiveness. Although the primary objective of technical and vocational training in Africa is to help alleviate poverty through the acquisition of employable skills, a strategic approach to skills development on the content cannot ignore the effects of globalization. In a globalized world economy, driven by the ease of information exchange, financial flows, and the movement of people, labor, goods, and services across national boundaries, each country will have to adopt.

In some cases there were shrinking or stagnant wage employment opportunities; and huge numbers of poorly educated, unskilled and unemployed youth. More than 80 percent of the youth are engaged in the informal sector (Johanson and Adams, 2004). Furthermore, the TVET systems in many African countries are characterized by existence of training programs that lack relevance to the world of work; unregulated TVET delivery; lack of quality assurance through outcome-focused assessment and certification systems; low effectiveness and efficiency of TVET institutions; and regional disparities and gender inequities (AU, 2007).

However, there are differences in TVET systems among groups of African countries based on colonial background. Drawing on the findings of a case study by Atchoarena and Delluc (2002), Oketchet *al.* (2009), states that the TVET system in the French-speaking countries follows the formal-TVET French model. This system has a large amount of general education content and lacks linkage with the specific needs of the informal sector. Referring to the same authors, Oketchet *al.* (2009) further state that the TVET system in the English-speaking countries consists of both formal and informal sector training, in which the vocational aspect tends to dominate the general education content. This model is regarded as a dead-end type of education system as it limits the advancement of TVET graduates into higher level of

education (vertical movement) and the progressions between vocational and general courses (horizontal movement).

2.4 The System of TVET Training

Vocational and technical skills can be acquired by individuals in many ways. Public pre employment training is only one way to enter skilled job. In modern sector, skills are obtained from initial and in service trainings offered by public and private organizations; and wage employment are used as a means of providing skills to many informal sector entrepreneurs. Training by private and voluntary organizations is a second alternative. The intrinsic value of TVET lies in its relationship to the social and economic development. It has often been said that the greatness of a nation is not its tremendous wealth but its ability to utilize its human resources wisely. In relation to this Barlow in Somers and Little (1971:11) states that:

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

In relation to the specific purpose of TVET Giachino and Gallington (1964:75) the following points:

1. To develop specific skills and related knowledge associated with the occupation involved.
2. To develop an understanding of labor and management.
3. To develop pride in work and an appreciation for craftsmanship
4. To develop individual initiative and responsibilities as a worker.
5. To develop ability to solve problems.
6. To stimulate the development of leadership qualities.
7. To foster the development of self-reliance.

Thus, TVET helps to develop a broad skilled and technical labour base that is able to meet the needs of rapidly changing industrial organization and technology. TVET has a number of merits. With regard to this Agarwal (1982:201) presents six points. These are:

Education related to productivity. Vocational education contributes to the achievement of society's goal of self-sufficiency in agriculture and industry by developing suitable skills.

Preparation of individuals for jobs - It prepares the individual to realize his own potential within the framework of economic development to which the individual contributes.

Employment potentialities - Education does not produce jobs but vocationalized education makes it timelier for an individual to get a job or to be his own master either starting a new productive activity or a service which may satisfy a felt need of the community.

Broadening of horizon - It leads to an understanding of the scientific and technological aspects. It leads to an understanding of the scientific and technological aspects of contemporary civilization in such a way that they comprehend their environment critically and constructively.

In the case of Ethiopia, a system now in place to assure quality in training and assessment process. This system allows for life-long learning to take place and for training to respond to the demands of the economy. The objective is to reduce the numbers of uncertified workers by increasing the opportunities for them to be trained and certified to world-class standards, and, thereby enhancing the country's competitiveness in the global environment. By training and certifying a productive labour force, TVET aims to continue playing a vital role in contributing to the prosperity of the country (Kiros, 2011).

2.4.1 Certification: for the sake of occupation or competency?

Vocational education is characterized by a variety of particulars that render the implementation of an international comparative large-scale competence assessment quite difficult. The discussion about competence diagnostics in vocational education becomes even more difficult due to the fact that the requirements for the assessment of professional competence vary between the different occupations. For a goldsmith, for instance, artistic creativity and manual skill have high importance, whereas for a logistics specialist the explicit technical knowledge has priority. However, when Harold Garfinkel developed his "Studies of Work" research approach he came to realize that any occupation ultimately has to be learned in practice, regardless of whether it is a mathematician's or a truck driver's occupation (Garfinkel, 1986).

Since then theory and research in vocational education can ignore this insight only at the price of not being taken seriously. The necessary consequence is that professional competence must in principle always be tested *practically* in the context of real work processes too. A large-scale competence assessment that aimed at evaluating the professional competence *to act* would therefore face an obstacle which is almost impossible to overcome. Whenever a significant number of occupations or just of participants were included in such a study, the expenditure would be so great that this test approach is not seriously under consideration. One interesting exception has to be mentioned here, namely the World Skills, which look back on a tradition of 40 years and where the champions among the 40–50 occupations that participate in this contest are decided on the basis of a practical assessment (Vangoor, 2007).

Manitoba Education and Training, (1998) announces that there was lack of assessment and certification system that recognizes competence achieved through non-formal and informal learning and training. In addition, the TVET system was characterized by poor quality management within and low effectiveness and efficiency of TVET institutions.

2.4.2 Professional Competence: a Conceptual Clarification

The economic policy and strategy of the country requires technical and professional skills in broad and specific occupational fields (Zenebe, 2006). A hallmark of expertise is the possession of rich domain or field knowledge, accumulate through past experience and training. In addition experts also possess detailed knowledge about the nature of specific tasks and procedures needed for completing these tasks (Johnson, 2005). In this context, professional competence is related to occupational assessment and certification program. Basically, assessment is a process of professional judgment: once again professional judgment is also the foundation for all assessment. The measurement of student performance given such practical as machine scoring and multiple choice test items, but even those approaches are based on professional assumptions and values, whether that judgment occurs in constructing test questions scoring essays, creating rubrics, grading participation, combining scores, or interpreting standardized test scores, the essence of the process is making professional interpretations and decisions. (Kumari and Srivastava, 2005). Qualifications are defined on the basis of the requirements for the fulfilment of professional tasks. This means that in the

description of qualifications the performance, that is, the observable application of professional skills, is in the centre. For instance, in the production of a specific component, the quality of the product is precisely defined by the specification of tolerance limits, surface quality, etc. The description of the technical quality of the product defines the relevant qualification for the occupation.

When specific qualification requirements are indispensable for the exercise of the profession in question, the technological efforts put on the assessment methods are particularly high. An example is welding, where the quality of a weld seam has to be evaluated according to physical and technological criteria. The assessment of safety-relevant knowledge and skills is typically carried out by institutions that are especially accredited for this purpose. Unlike the concept of qualification, the criterion of professional competence refers to the domain-specific cognitive dispositions for performance. For Erpenbeck and Von Rosenstiel (2003), the crucial difference between qualification and competence is that qualifications become manifest not only in self-organized action, but in standardized test situations that can be worked on step by step. Occupational qualifications are constituted by objective features of work assignments and business processes in the companies. A more precise conceptual distinction of qualification and competence can be achieved with the help of the criteria proposed by Hartig and Klieme, namely (1) object and subject relatedness, (2) learning, and (3) objectification

2.4.3 Competence and Competency Based Training

The term competence refers that the set of abilities, positions and application of knowledge, attitudes, and skills and also managing and using these components efficiently and effectively within the given assignments may be to perform tasks in wage labour or self employment (Wahiba, 2010). It can be acquired through structured training or through practical experience. It is considered as an outcome of TVET. On the other hand, Competency Based Training is an industry and demand driven or outcome - based education and training program based on well defined industry generated occupational standards. And from these standards, program, and assessment and learning materials are designed and developed. Competency-based training will be introduced in formal and non- formal systems. The module will be

designed to meet trainees' needs and at the same time develop knowledge, skills, attitudes, values and other attributes that are considered critical towards the attainment of successful and satisfying employment (ESC & SMG, 2009:29). Once the modules are designed properly, that higher technical and vocational skills are crucial in enhancing competitiveness and contributing to social inclusion, decent employment, and poverty reduction has been a strong incentive for reform. The term technical and vocational skills developmental refer to the acquisition of knowledge, practical competencies, knowhow and attitudes necessary to perform a certain activities or a given occupation in the labour market (Wenger and Kingdombe, 2008).

2.5 Occupational Assessment

Different scholars wrote about Occupational competence assessment as on judgment of individual knowledge, abilities and skills performance criteria in the occupational standard. The second element is analysis of work environment. Performance criteria is predetermined in the occupational standard by professional and practionors from world of work place who know job requirement in depth and have practical experiences. The third element of the explanation is roles expected from, demands and pressures work experts on the performer. The fourth element is determination of the kinds of evidence. The format for occupational standard and evidence plan for assessment indicate evidences that need to be collected to assure that the candidate has to demonstrate requirement demanded at work place. The fifth and the final element in the concept is entities/ focus assessment. That is measurement of personality characteristics, their skills and abilities. In TVET system the focus for occupational competence assessment is attitude, skills, knowledge and abilities specified in the occupational standard by the work place experts that candidates, has compiled with (Woldeyes, 2011).

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

2.5.1 Rationality of Occupational Assessment

Occupational assessment based on assessment and assurance quality management system is to provide guidelines that will enable management to set valid and reliable controls in place. Proper accomplishments of these ensure that employees and trainees are trained, assessed and proved competent. Thus, they will be able to discharge their responsibilities in confidence and effective manner. As essential part of the first assessment process, judgments should be given based on evidences presented or each task performed against the required work place standards. An employee or trainees either meets the standard or does not i.e. he/she is either competent or not yet competent. (Woldeyes, 2011:19).

2.5.2 Competency Standards: What are the parameters?

The Program Evaluation Standards address the development and use of assessments in conducting evaluations of educational and training programs and are very useful for professionals in order to monitor and report on the effectiveness of their workforce development programs (U.S Department of Labour, 2006: 21). Competence standards in any occupation refers that what the industry accepts as effective performance in the workplace against to requirements needed by the labor market. It includes the components of competency (necessary skills, knowledge, and attitudes) the person to do the job. This standard is stated in to unit of competence. Units of competence should match to particular activities that people carry out at work, operating a bulldozer; processing insurance. Each unit of competence is broken down in to smaller parts called elements and performance criteria. They are what the accredited assessor will use to measure or to judge whether or not the candidate are competent. ([Http/www.Ococadm.yahoo.com](http://www.Ococadm.yahoo.com)).Competency standards recognized with some key features which: Describe the work that is performing are expressed as outcomes; Focus on work place activity rather than training personal characterizes; Written in understandable language to employees, employers, supervisors, Workers, learners, assessors and trainers; Capture the ability to apply skills in new situations and changing work organization (MoE, 2011).

2.5.3 Occupational Certification and Calibration

Johanson and Adams, (2004), substantiates, qualification requires some form of certification in order to validate the learning outcomes acquired by the individual. Certification normally follows a standard assessment procedure and is carried out by accredited awarding bodies. Often official certificates are issued on behalf of the education authorities and other line ministries. Certifying the expected to ensure that candidates to whom they concern certificates are the same as those who successfully passed the assessment processes. Therefore, certifying bodies are often also in charge of quality- assuring the assessment and overseeing the transfer of data on learners. Still there is a controversy to write much more about this concepts rather than analyzing the program right and wrong's. Even sometimes one can ask who is qualified. Is the person of having certification? Does it holds always true? Let it be the title of some other researches but now let us see the Ethiopian cases.

2.6 Overview of TVET Experience in Ethiopia

Unlike many African countries, Ethiopia had its own script for centuries. The Orthodox Church and the mosques that existed in the country for generations were responsible for the dissemination of religious education. Moreover, the religious institutions mentioned also played a role in shaping the outlook of the population in general and those of the ruling elite in particular, especially during the time when Ethiopia was under the feudal system. In relation to the role of the church to education Pankhurst (1955:15) in Seyoum (1996:27) had written:

In Ethiopia, an educational system existed many centuries before the coming of the modern missionary. Until the twentieth century, the Ethiopian Orthodox Church had been the only formal educational agency in Ethiopia. The church assumed the responsibility for educating its own clergy as well as some civil leaders and members of the nobility .

Even though education in Ethiopia started earlier, trades were despised and craftsmen were discriminated in the society. They were considered as low caste and given bad names. In support of this Pankhurst (1990) in Wanna (1998:57) states that Ethiopia had its own craftsmen and artisan for centuries. However, these men and women of talent were delegated to a lower status by the traditional Ethiopia for a long time. In our society, especially in rural

areas, potters, blacksmiths, weavers, tanners are isolated and despised. They are labelled as sorcerers as having evil spirits. In some instances, these craftsmen were killed by fellow countrymen due to misguided beliefs.

Some writers on Ethiopia hint that such negative attitude towards craftsmen and artisans probably affected the development of indigenous crafts, thus weakening any technological advances that the country could have made. Ethiopia's education and training system can be investigated in terms of four distinctive historical events characterized by unique sets of goals, problems and challenges:

From 1908-1935

Modern education started at the beginning of the 20th century and it officially commenced in 1908 with the opening of Menelik II School in Addis Ababa, making a significant step in the history of education in Ethiopia. It was the sons of the nobility that were given instructions in languages and diplomacy. Meanwhile according to the study by ICDR (1999:70-79) in 1920 mission schools were established in Addis Ababa, Dire Dawa and Harrer teaching religion, history and academic education. Integrated with these embroidery and home science training were given to females and for males different hand crafts and agricultural training were given. From 1930-1933 additional schools were established and they were giving training in some vocational subjects related to production. For instance:-

- a. In Empress Menen School (1931) arts, dress making, home management and physical education were given.
- b. In 1932 training in blacksmith, shoe making etc. were given to orphan students in Gullele.
- c. In 1934 the first technical and vocational school (Wendrad) was established under the Ministry of Education. In this school such training as sweater making, blacksmith, electricity, wood work, metal work etc. were given.

From 1936-1941

During this time Ethiopia was occupied by Italy. The schools were closed and the scanty collections of educational materials were destroyed. Soon after, the missionaries (except the Roman Catholics) were ordered to close the schools and leave the country. Above all

however, the few pre-war educated youngsters were massacred. Thus, the infant education system was nearly stamped out by the end of the occupation period.

From 1942-1993

When the country was liberated in 1941, there were no schools, no teachers and no educational materials. On the other hand, as Ayalew (2001:25) states there was an acute shortage of educated personnel who could manage the government offices, the armed forces and the commerce and transport services that were in the process of reorganization. To meet the need, the Ministry of Education was re-established in 1942. It was after the expulsion of the Italians that the Ethiopian government paid some attention to the establishment of technical vocational schools in Ethiopia as part of its educational system. As a result some technical vocational schools were established.

From 1994- on ward

The 4th education system is the present system which is established on the basis of the new education and training policy of the country that was declared in April 1994. Regarding the development of TVET, the policy emphasizes to the following issues:

- a. Parallel to general education, diversified technical and vocational training will be provided for those who leave school from any level of education.
- b. Training will be provided in agriculture, crafts, construction, and basic book keeping in the form of apprenticeship for those with the appropriate age and leaving primary school.
- c. Technical and vocational training in agriculture, industrial arts, construction, commerce and home science will be provided after primary education for those who may not continue general education.
- d. Technical training will be provided for those who complete grade ten for the development of middle level manpower.
- e. Provide basic education and integrated knowledge at various levels of vocational training. Official certification will be given to those who complete technical and vocational training program (MoE, 1994).

Due to its historical detachment from colonial legacies in Africa, Ethiopia has enjoyed the freedom of making use of best international experiences (Kingombe, 2011) rather than adopting the TVET system of former colonizers. Therefore, we expect and hence argue that

the TVET system in Ethiopia and its implementation is highly likely to have unique features. For example, unlike the TVET model of the French-speaking African countries, TVET proclamation number 26 stipulates the integration of traditional apprenticeship into the TVET system.

It is unquestionable that proper development of occupational skills is vital to the economic development of every country especially developing ones (Anane, 2013:2). Broadly speaking, education, skills development and technological advancement are central for any field of occupation prior to employment in the world of work. They prepare mostly young people for occupation in the formal and informal sector and thus play an important role in poverty reduction. Particularly, if the better the training and the more refined the skills are provided in terms of human capital, the higher the income and returns and the better the livelihoods (Hartl, 2009:1).

However, the available data indicates that many African countries, including Ethiopia are not quite successful in their educational programs and there is a problem of mismatch between what students learn and the expectations of the society. Particularly, in vocational programs than with non – vocational ones (wanna, 1992:61). Besides, lack of adequate qualified academic staffs, problems of selection criteria and incompetence of students, lack of adequate instructional material and limited funding, weak linkage between vocational and general education, limited instructional capacity to make tracer studies and lack of harmonization and relevance of curriculum are some of the factors affecting the quality of TVET program (Teklu, 2009).

Therefore, it is appropriate to give attention about the issue of occupational competency and relevance in the sector of vocational education and training. Unless otherwise, graduates could not achieve the objectives set by the sector.

Traditionally, in Ethiopia technical vocational education and training has been fragmented and delivered by different providers at various qualification levels. Public institutions under the education sector were concentrating on producing middle level technical graduates. In parallel with this, public and private companies have had their own training programs, as have NGOs and private providers. Meanwhile, in non-formal programs, public institutions, NGOs,

and private schools offer employment oriented TVET programs to clients, including school leavers, people in employment, school drop outs and marginalized groups in the labour market. Unlike formal TVET, these programs are not yet systematically delivered (MoE, 2008:4).

In the same manner, in division of agriculture and non-agriculture TVET running side-by side was without joint and coordination planning. This contributed to inefficient use of scarce resources available, lack of transparency about the availability and quality of TVET offers and to duplication of programs and efforts for the country were major challenges faced (MoE, 2006:12). However, due to implementation of the new reform in the sub sector throughout the country the system has been shifting from traditional to outcome based system. It is assumed to satisfy the demand of the market; to minimize resource wastages; to transfer the system to competency based training and to introduce technological products. Particularly after 1990s the country has embarked on its change to react the above mentioned demands.

The new paradigm has given clear direction at the current and future demand of the economy and the labour market (MoE, 2007:3). Particularly since 2000 a massive expansion has been operational in the country in order to meet the middle-level human power demand of the industry services, and agricultural activities. TVET is considered as an instrument for producing technical ready with practical knowledge, who unlike in the past would be job creators rather than expecting jobs.

To this end the program of study was revised, skills upgrading training was given to local teachers and expatriate teachers were employed to overcome the shortage of teacher. To provide diversified training and education to the trainees in collaboration with private sector and government enterprises, apprenticeship program were introduced to develop the skill of the trainees before they join in to the world of work (MoE, 2005).

National Qualifications Framework is established to provide mechanism for awarding qualifications based on achievement of specified learning outcomes. Its implementation includes recognition of prior learning lies with the South African Qualifications Authority (AU, 2007:28). If this so, qualification frameworks must ensure that qualifications are relevant to perceived social and economic needs, and also should be based on education and training

standards (EU, 2012). The development of a qualifications framework by itself is a boring and difficult exercise that requires the participation of employers, industry experts, and technical instructors.

Ethiopian Technical Qualification Framework (ETQF) is served as a guideline used to classify different occupations within TVET sector and it defines different occupational levels to be awarded within nationally recognized qualification certificates. The levels detail the scope and composition of qualifications and degree of responsibility a qualified person needs to have. In the country there are about five qualification levels which are expressed in the form of 'National certificate' level I, II, III, IV and V. Level I and II are considered as a general entry level for an occupation; level III is about the same as 'trade level' and level IV and V usually apply to people working as supervisors or in middle management/ people with specialized skills (<http://www.ococadm.yahoo.com>). With the introduction of the new middle level TVET programs, an industrial attachment period has been introduced to formal TVET.

However, its implementation has faced a number of problems such as lack of cooperation of the employers as they were not consulted during the planning process. An internship and cooperative training system based on profound cooperation between TVET institutions and employers and a joint training delivery still needs to be developed in order to increase the quality of TVET and hence the employability of graduates (MoE, 2008). In line of this, as Ministry of Education, the present situation reveals the fact that most of the graduates do not meet the expectations of the service and production sectors (MoE, 2005).

2.6.1 Center of Competence (CoC)

Center of Competence CoC is established since 2008 as an occupational competency assessment and certification centre independently for graduates of technical, vocational education and trainings. The assessments also include formal and informal training graduates from Public TVET institutions, private vocations come from outside the system. It is mainly assumed to develop the outcome based trainings.

The occupational competency and assessment certification center (OCACC) shall be fully responsible for the administration, use and maintenance of properties, infrastructures and facilities in the disposal of their function. CoC authorized of accrediting qualified

practitioners and trainers to serve as assessors in their respective occupations and qualification levels. It accredits qualified establishments, TVET institutions or business establishments as assessment center for specific occupational qualification level, after assessing the establishment's readiness to house assessment of practical skills. OCACC shall take full responsibility of using appropriate tool in the assessment.

Finally, the agency shall issue to the competent candidate the Qualification Certificate for those graduates who successfully exhibit competence in all units of competence in a qualification, and Certificate of Competence to Candidates who undertake assessment by Unit or Units of Competence, and successfully meet the performance criteria for the units. These certificates shall be provided by the Federal TVET Agency according to the guideline on Certification (MoE, 2010:7). The centre also follow up and monitor the activities of those accredited assessment centres to assure whether they are implementing the assessments with the standard.

2.6.2 Assessment Centres

Occupational assessment and certification directives state that, the owner of occupational standard development and assessment process shall release assessment and certification directives and assessment packages to the centres of competence (MoE, 2008:11). The TVET directive facilitates the responsibilities of the centre of competence in order to implement the assessment processes.

In the assessment centre approach, candidates are generally assessed with a wide variety of instruments and procedures. These could include interviews, ability and personality measures, and a range of standardized management activities and problem-solving exercises. Typical of these activities and exercises are in-basket tests, leaderless group discussions, and role-play exercises (U.S Department of Labour, 2006).

Assessment centres should always get prepared to conduct the occupational assessment. They should work in line with COC, so that they will have all the necessary information about the needed equipment, machinery and raw materials which are needed for particular occupational assessment program. Assessment Centres involve graduates completing a number of different tasks and should reflect the reality of the job and the organization. To serve as assessment center an institution needs to fulfil appropriate material and machineries to give accreditation.

Those institutions could be governmental and non-governmental, industries, and colleges within the city that can provide occupational assessment service in TVET programs.

Assessments will be conducted by accredited assessors, possibly expert for the world of work or trainers this is done because in order to improve the employability of TVET graduates, occupational qualifications and certificates need to be recognized by employability. It is therefore vital that experts from the expertise are essential members of the groups of assessors. As far as possible relevant business or employers' associations will be integrated in to the management of assessment. Occupational assessment and subsequent certification is the main feature of the outcome. Verifying individual occupational competence for all defined educational qualification certificates will be awarded upon passing the occupational assessment (MoE, 2006)

2.6.3 Assessment Tools

Occupational competency and assessment certification centre has the mandate to develop the assessment tools in cooperation with technical expert panel that come from the world of work or industry. But this must be based on the evidence plan set by Federal TVET agency and occupational standards of the sector.

The Assessment tools developed by CoCs must be developed or validated together with the TEP of the occupation. Foreign experts shall capacitate the local experts to undertake these activities. Further, outputs of the tools developed regions in the must be submitted to the federal technical agency for review, testing and eventually distribution to the regions to be officially used in the Assessment (MoE, 2010:9).

The practice TVET is equipped with highly developed tools for testing the professional competence to act. The reasons are clear to see. For instance, the examination of a future aircraft pilot must ascertain without doubt that he is capable of direction-finding an aircraft. This example represents the domain of practical tests that are essential for the assessment of the professional aptitude. When it comes to the assessment of skills that are crucial awarding a license to carry out an occupation, high demands are put on the examination methods (Rauner etal, 2013:1).

In line of this, Ethiopian experiences both theoretical and practical types of tests have been conducting in order to identify the competency of the trainees according to the level of qualification. For levels I & II of the occupational assessment, there will be only Practical test which integrates the knowledge aspect of the respective qualification levels. Likewise, from Level III to V, the assessment tools shall not contain separately developed test of Knowledge rather Practical test also shall be enriched with knowledge based exercises, involving the minimum knowledge requirements of the unit of competence (MoE, 2010:10).

2.6.4 Stakeholders

Such discussions, sharing ideas, experiences, knowledge, skills and exchanging learning can bring people to collective decisions in common issues like social, political, economic and other agendas. This time, TVET manages at the interface of different sectors of society, notably, the education sector, the labour market industry, micro small scale enterprise sectors, agriculture and rural development, and public administration (MOE, 2008). Especially, stakeholders are needed to play a major role in the various functions of the policy development and policy drafting and reviewing through participation in relevant bodies and panels, financing through, contributing resources to the TVET system, Quality assurance through active involvement in setting of occupational standards and developing and conducting of competence assessment (MOE, 2008). TVET in reform is committed in enhancing industry involvement in the design of the occupational standards and technical education and training. This commitment is in line with the user-led approach that underpins the TVET reform (OCACC, 2012:20).

2.6.5 The Supervisors/Experts

Relevant skill Sets represent an appropriate minimum requirement for workplace trainers and assessors working under supervision. Industry experts, working under supervision should be encouraged but not required to obtain a skill set relevant to their role. Supervisors are skilled workers within the industries who are expected to share the basic skills required by the non-supervisory levels of lower workers. In this concept supervisor is a responsible regarding occupational assessment and implementation program. He serves as a coordinator, as supervisor and as an expert of the centre in a particular trade area.

CoC shall appoint a representative for every occupation who shall act as Supervisor of a particular Assessment session. This expert is responsible for proper conduct of assessment and observes whether the assessment is operating with in appropriate procedures or not. Further, he should supervise both administrative and technical concerns of the process. In this regard, it is very important that the supervisor is a very important and fully capacitated person to keep procedures and to carry out proper implementation of the given occupational assessment (MoE, 2010:9).

2.6.6 Assessors

Primarily to be appointed within this profession, she/he must be assessed by the employer agency. Even to take an assessment there are some criteria to be fulfilled: he/she should have at least first degree within a particular field of occupation. The other is the assessor should submit the letter which expresses his or her personality from his work place. Moreover, three and above years work experience is required to be assessed. Then, candidates can sit for assessments in their particular occupational/ trade areas. In these aspect assessors are expected to be competent. If this so, they take short trainings related to assessment methods by higher professionals who come from the industry and from Addis Ababa City Administration TVET agency (PCRR, 2011:51).

Assessors need to be competent in carrying out assessments in class and at work place. They will need training in assessment methods and, once assessed as competent in assessment, will be registered as approved assessors (<http://www.google.com/> why of CoC2). Assessment license will be given for prospective assessors who are selected from the industry, governmental non-governmental organization, colleges and universities who took basic assessor training and competent the competence assessment. Nevertheless, the Centre agrees with graduate/ candidates on the lack of consistency on the part of its assessors. Indeed, some of them have been dismissed from their positions (CoC, 2013:11). This statement indicates that there is a gap in the competency of the assessors. Thus, the agency should fill the gap as soon as possible. In line of this, Industry experts, working under supervision, should be encouraged but not required to obtain a Skill set relevant to their role (PCRR, 2011:51).

2.6.7 Candidates

The successful completion of a vocational trainees have attained vocational aptitude that is they are capable of exercising the trade they have learned in accordance with the rules and standards of the profession or occupation in question (Rauner et al, 2013:23). This refers that the trainees who have completed their occupational courses should be assessed and certified what they received from the program before they enter in the world of work. A Candidate is a person whoever is registered at accredited assessment center and passed through an assessment process, be it for national qualifications center or occupational certification. He/she has to know and abide with rules and regulations set for the assessment and all the duties and responsibilities indicated in the manual (MoE, 2010:9). A candidate can request an assessment decision if he or she found the assessment procedure followed is discriminatory. When the researcher analyzes different research work, Ethiopian TVET experience lacks some scientific evidences to propose what it actually is. so it is very relevant to develop some methodologies to explain the country's TVET assessment profile.

2.7 Major Challenges of TVET in Ethiopia

In Ethiopia the major challenges facing the TVET program have been well documented in the TVET strategy. As stipulated in the TVET Strategy (2008), with some little modifications, the major ones are the following:

1. Demand by far exceeds the current supply and that the majority of the population is not reached by TVET offers at the moment.
2. Low quality and theory-driven due to resource constraints and lack of skilled TVET teachers.
3. Lack of cooperation of the employers as they were not consulted during the planning process.
4. Most urban public TVET program are under-funded while rural public TVET program suffered from poor facilities and shortages of training materials.
5. The lack of adequate and appropriate quantitative and qualitative information on labor market needs and other areas has created a gap in the generation of information that could have been used for improving practice and policy.
6. Lack of adequate place of work and running costs are the major challenges

Particularly regarding implementation of occupational assessment in blue print of annual report, some of the challenges are identified as “shortage of experienced experts, lack of commitments, absence of effective use of time, failure to perform effective activities ,poor provision of service to customers ,delay measurement , absence of customer satisfaction were the main problems ” (OCACC, 2012).

Therefore, the researcher firmly believes that conducting research in challenges and success of TVET programs in Addis Ababa would have undeniable importance to appropriate the program to the need of the society. Furthermore designing methodologies to conduct research has also as paramount as handling the topic and forwarding reasonable solutions

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter dealt with design of the study, sources of data, Target population and sampling techniques, instruments of data collection, procedures of data collection, data analysis, pilot testing and ethical consideration to be considered during the data collection process

3.1. Design of the Study

According to Kothari (2004) research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. So research design plays a vital role in serving as a road map.

The main purpose of this study was to examine the success and challenges in implementing occupational assessment and certification programs in the city Administration of Addis Ababa. Therefore, descriptive survey method would be more appropriate to the research objective since this method helps to describe and interpret the actual events that exist in the past and that have influence on the present. It also helps to obtain relevant information from a variety of groups on the actual practice of the issue under the study. In relation to this Koul (1996) stated that descriptive method helps to have general understanding of the problem by studying the current status, nature of prevailing condition, practices and trends through relevant and precise information. Strengthening this assumption, Sharma (2000) states a descriptive research method allows objective description of the status of a phenomenon at a particular time without value judgment.

Thus, to describe and examine the successes gained due to the implementation of occupational assessment and certification programs, as well as to identify the main challenges that affect an assessment and certification activities of OCACC in the city administration the researcher applied a descriptive survey method which combined both qualitative and quantitative approaches in order to give better depth and breadth to the findings of the study.

3.2. Sources of Data

The data for the study encompass primary and secondary sources. In order to get first hand experiences, primary data was collected from respondents (graduates, directors, experts, focal persons and assessors). Regarding the secondary sources various training institution and assessment centre documents were reviewed to acquire full information related to success and challenges of the assessment program of Technical Vocational Education and Training.

3.3. Target Population and Sampling Techniques

The target population encompasses the total number of graduates and assessors who took occupational assessments in different Assessment Centres of OCACC on various occupations in 2011/12 academic year. In this academic year there were 18 occupational assessment centres. Out of these assessment centres, 5 of them (27.8%) were chosen for the study using purposive sampling technique with the fact that these institutions are considered as model TVET institutions as compared with other TVET centres, they have relatively similar background related with various parameters, all of them have almost similar achievements. Moreover, as discussed earlier the purpose of this study is not identifying differences among TVET institutions rather assessing success and challenges of TVET institutions. Thus it was the researcher's belief to select the five model centres. Those were Entoto, Tegbare Ed, G/Winget, kefetegna Arat and Central University College which are few of the accredited and model TVET assessment centres in the capital. During 2011/12 academic calendar, assessments were conducted in 10 occupation areas. And to use all in this research was very tiresome and time taking. So, in order to select five occupational areas the researcher has employed systematic random sampling method to provide equal chance for each occupational areas to be selected. Accordingly, through using list of all occupational areas every even number were selected for the study. These were Marketing, Surveying Technology, Furniture Making, General Drafting and Radiography Technologies.

Once the study area is selected, it is rational to specify the study population, because improper specification of the population may affect the decision to be made on the type sample and

resources to be used. In connection to this Cohn and Manion (1995) suggest, it is logical to determine the sample size depending on the purpose and nature of the study group.

According to the annual report of Addis Ababa CoC there were 177 'level four' candidates who were assessed in 2011/2012 academic year. Out of this 39 were found to be 'competent' where as 138 are said to be 'not yet competent' in about five occupation areas in the specified assessment centres. All the 39 (100%) competent candidates and 42 (30.4%) not competent candidates were selected with availability sampling technique due to the difficulties to get graduates in a one place. And based on their commitment to retake the assessment and their interest to participate in this research 42 (30.4%) of 'not yet competent' candidates were also selected by available sampling technique. The main reason of selecting this method was that it helps to participate every candidate who was assessed in the same occupational areas with the same year. This was also realized practically during data collection process

Moreover, out of 176 assessors, who took occupational assessments in different centres of OCACC on various occupations in 2011/12 academic year 54 (30.68%) of them were selected as research participants using simple random sampling technique as they have similar back ground. To select the participants, names were code and drawing names without repetition were employed. All of the CoC Experts/ Supervisors, were included in the study as sample population.

In addition to the above respondents two directors (One from CoC and the remaining from Addis Ababa TVET agency), five focal persons from sample assessment centres were included to be key informants through availability sampling technique. And the above whole process is summarized in the table below:

Table 3.1: Sampling Techniques and Data Gathering Instruments

No	Research Participants	Total Population of Respondents	Sample Size Of Respondents	Sampling Techniques Employed	Data Gathering Instruments
1	Graduates	177	81	availability sampling	Questionnaire
3	Assessors	176	54	simple random	Questionnaire
4	Focal Persons of the assessment centers	5	5	availability sampling technique	Interview
5	CoC Directors	2	1	availability sampling technique	Interview
6	CoC Experts	15	14	availability sampling technique	Questionnaire
7	Addis Ababa TVET Agency Directors	2	1	availability sampling technique	Interview
Total		377	156	-	-

Source: Addis Ababa CoC Data Base, 2012/13

3.4 Data Collection Instruments

The instruments employed to gather the necessary data for this study were questionnaire, interview and document analysis. According to Cohen and Manion (1994), use of combination of methods was suggested as having advantages to correct some of the deficiencies of any one source of data. Therefore, employing multiple data collection instruments helps the researcher to combine, strengthen, and amend some of the inadequacies of the data and for triangulating it (Creswell, 2003:62).

3.4.1 Questionnaire

Questionnaires were developed based on the reviewed literature in order to collect relevant and reliable information from the respondents and answer the basic questions raised. According to Ary, Jacobs and Asghar Razavien (1990:385); Best and Khan (2005: 300), questionnaire allows and makes possible with manageable time and economy and provides a

high amount of usable responses. Depending on the types of question items, choices and rating scales were used in the questionnaires. Accordingly, questionnaires were prepared to get information from graduate, assessors and experts of CoC. The questionnaires were first constructed in English using likert scale method for all the three types of respondents, later translated into Amharic to minimize language barriers by facilitating easy understanding of the respondents.

3.4.2 Interview

An interview implies some form of verbal discourse. In this case, the participants provided the researcher with information through verbal interchange; and in turn the researcher could understand the feelings, meanings and interpretations of the participants to their interaction in the social world (Hancock, 2002). Thus, in this study semi structured interviews were held with seven respondents who were expected to have more experience about the issue and truly discussed the existing reality. The researcher interviewed each participant up to 30-50 minutes for each at one time and Tape recording was also made based on the consent of the interviewees.

3.4.3 Document Analysis

Another instrument for data collection is document and record review which is important for data triangulation. Regarding this, Mertens and Mc Laughlin (1995) noted that documents and records give the researcher access to the necessary background information and insights into the research problems. Thus, the Ethiopian Education and training policy document, reports, strategies, directives, bulletins, manuals, journals, Magazines, and other published or unpublished documents were reviewed.

3.5 Piloting the Instruments

The purpose of the pilot test was to check whether the researcher and the respondents were properly communicating through the instrument and add some value to the reliability and validity of the questionnaires on the base of the feedback obtained. Thus, The data gathering tools were revised carefully before undertaking a full scale study to check whether they can generate the expected information or not. The researcher made the purpose of the study simple and clear to all respondents of the questionnaires in order to avoid confusion. Besides, explanations were provided as required by the respondents.

In this respect, key officials in OCACC were consulted as to how the instruments designed for data collection would be improved. Relevant experts working on occupational competency assessment in OCACC were requested to comment on the prepared survey questionnaires. And some of them provided important comments on the questionnaires; they added important aspect of competency assessment that has to be included in the study. Moreover, they forwarded suggestions for improvement of the interview guide questions.

To this effect, the instruments were distributed to 10 graduates, 5 assessors and another 5 of CoC officials that were not included in the main study. As a result, most of the items remained with minor modifications in their wordings and formats in accordance with relevant inputs obtained from the respondents.

3.5.1. Validity and Reliability

3.5.1.1. Validity of the Instruments

To ensure common understanding of concepts used in the data collection instruments, content validity was addressed. Cohen, Manion, and Morrison (2000) argue that to insure content validity the instrument must show that it fairly and comprehensively covers the domains or items that it supports to cover. Thus, for this study the researcher involved two experts who have deep knowledge and good experience checked the instruments before undertaking the study.

3.5.1.2. Reliability of the Instrument

Cranach's alpha tests were used to measure the internal consistency and the reliability of the questionnaire. Accordingly, the alpha coefficients for the overall survey questionnaire greater or equal to 0.5 were considered. According to Mueller (1986) the Cronbach's alpha test for overall survey questionnaire to be workable and also reliable must have value of greater or equal to 0.5 or at least 50%. Accordingly, the pre-test data of this study shown 0.817, 0.836 and 0.818 for candidates, assessors and expert respondents respectively

3.6 Procedure of Data Collection and Data Analysis Method

Before distributing the questionnaire and conducting interview the researcher had contacted with the Addis Ababa CoC agency to get initial information as well as letters of recognition to assessment centres. Following the research communicated with each focal persons and prior

to distribution of the questionnaire, necessary clarifications had to be made about the objectives of the study. The researcher then decided that the questionnaire should be distributed and collected by each focal person selected from each centre.

Data collected from the survey was entered into a computer for analysis mainly using Micro Soft Excel and Statistical Package for Social Sciences (SPSS). Before running the analysis, some internal consistency checks were made to assess the quality of data. The analysis part consists of descriptive statistics (frequency and cross tabs) whereas the qualitative data was narrated following the quantitative data results.

3.7 Ethical Considerations

The respondents were consulted to obtain their prior informed consent. As the objective of the research was to investigate success and challenges in implementing occupational assessment and certification programs, initially respondents were informed that the data collected from them were only used for academic purpose. Maximum efforts were made to give full freedom of termination or continuations of the respondents while undertaking the data collection processes. In general, nothing will be done without the knowledge of the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of the data gathered from the sample respondents. The quantitative data collected from close-ended question items were presented and analyzed with the help of tables by using frequency, percentage and mean scores. The qualitative data obtained from open-ended question items in the questionnaire, semi-structured interviews and document review were combined with that of the quantitative data for triangulations of the findings. Besides, literature reviews and research results of different empirical studies elsewhere are considered while interpreting the findings of this study.

Under this chapter, data on the successes and challenges of the implementation of occupational assessment and certification program with respect to the following domains are presented. The first section is on the characteristics of the respondents. It describes the sample respondents by sex, age, and educational level, area of specialization and years of service. Section two discusses about the respondents' attitude towards the success achieved from OCACP. The third section describes issues related to factors which affect graduates achievement to be not yet competent. Section four deals with Challenges encountered in the implementation of occupational assessment and certification program in Addis Ababa .

In order to secure quantitative data, the researcher distributed 154 questionnaires to assessors, graduates and experts of CoC. Among these, a total of 147 well-completed questionnaires were returned which made a response rate of 95.46%. Out of them, 14 questionnaires were from supervisors, 52 were from assessors and 81 were from graduates. Among those eighty-five questionnaires distributed to the candidates or the graduates, four of them were rejected because they were not properly filled. On the other hand, out of those fifteen questionnaires distributed to the supervisors, 14 of them were filled properly and returned. Amongst 54 questionnaires distributed to the assessor, only 52 of them were filled and returned to the

researcher for analysis purpose. Moreover, out of 9 informants, the responses of a total of 7 interviewees were integrated with the quantitative data.

4.1 Characteristics of the Respondents

This section presents and analyzes data on socio-demographic characteristics of the respondents which include gender, age, and educational level, area of specialization and years of service.

Table 4.1 Socio-demographic Characteristics of Respondents

Items	Responses							
	Graduates		Assessors		Supervisors		Total	
	No	%	No	%	No	%	No	%
GENDER								
Male	42	50.64	49	94.00	12	85.71	103	70.07
Female	39	49.36	3	6.00	2	14.29	44	29.93
Total	81	100.00	52	100.00	14	100.00	147	100.00
AGE								
=< 20	20	24.69	0	0.00	0	0.00	20	13.60
21-25	39	48.15	3	5.00	1	7.14	42	28.57
26-30	21	25.92	14	26.90	3	21.42	38	25.85
31-35	1	1.23	24	46.15	10	71.42	30	20.40
36 and above	0	0.00	11	21.10	0	0.00	11	7.48
Total	81	100.00	52	100.00	14	100.00	147	100.00
QUALIFICATION								
Certificate	0	0.00	7	13.40	0	0.00	7	4.76
Level Four/Diploma	81	100.00	7	13.40	0	0.00	84	57.14
BA/B. Sc	0	0.00	31	59.60	12	85.71	41	27.89
MA/M. Sc	0	0.00	12	23.00	2	14.29	14	9.52
PhD	0	0.00	0	0.00	0	0.00	0	0.00
Total	81	100.00	52	100.00	14	100.00	147	100.00
FIELDS OF STUDY								
General Drafting/Drawing	21	25.92	0	0.00	0	0.00	21	25.92
Furniture Making	12	14.81	0	0.00	0	0.00	12	14.81
Surveying Technology	14	17.28	0	0.00	0	0.00	14	17.28
Marketing	22	27.16	0	0.00	0	0.00	22	27.16
Radiography	12	14.81	0	0.00	0	0.00	12	14.81
Total	81	100.00	0	0.00	0	0.00	81	100.00
YEARS OF SERVICE								
0-4	0	0.00	6	11.53	2	14.29	8	12.00
5-9	0	0.00	26	50.00	5	35.71	31	46.97
10-14	0	0.00	11	21.15	6	42.85	17	25.76

15-19	0	0.00	3	5.77	1	7.14	4	6.06
Above 20	0	0.00	6	11.54	0	0.00	6	9.00
Total	0	0.00	52	100.00	14	100.00	66	100.00

As shown in Table 4.1 among the 81 graduate respondents about 50.6% were males whereas 49.4% of the graduate respondents were found to be female. With regard to expert respondents, the majority (85.7%) of them were male and only 14.2% were female. Similarly, the majority (94%) of assessor respondents were male. As it can be seen from the table out of 147 total respondents, the majority (70.07%) of them were found to be males.

Regarding age category of the sample respondents, 42 (28.57%) of them were in the age group of 21-25 years, 38 (25.85%) were in the age category of 26-30 years, and 30 (20.4%) of the respondents were in the age category of 31-35 years. Therefore, more than half (about 54%) of the respondents' ages were in the age category of 20-35 years. One can deduce that those stakeholders in the implementation of occupational assessment and certification program in Addis Ababa are young adults. However, disaggregated by their occupation, about half (48.15%) of the graduates' ages were in the age bracket which ranged from 21 to 25 years, about 46% of the assessors' and about 71% of the supervisors' ages were between 31 and 35 years respectively. Thus, the graduates were younger than both the assessors and the supervisors which might imply that the more experienced professionals assessed the less-experienced ones.

In relation to qualification all graduates in the study were found to hold level four or diploma, while 59.60% of the assessors and 85.71% of the supervisors were first degree (BA/B.Sc) holders in social sciences or natural sciences. Therefore, both the assessors and the supervisors have achieved reasonable educational levels. Nevertheless, a total 14 (about 10%) of the respondents, particularly the supervisors and assessors were master's degree holders. According to the Ministry of Education (2010), the supervisors and the assessors must hold MSc/MA degree in relevant field of specialization. Thus, there is a need for more incorporation of such qualifications to the TVET Education System.

Item 4 of the same table shows responses on the respondent's field of study. With this regard among those candidates who took occupational assessments in five field of study 27.16% of

them were graduated from marketing whereas 25.92% of the respondents were graduated from general drafting/ drawing. On the other hand, 14.81% of them were Radiography graduates from this one can infer that there is relatively no dominant field of study. In other words there is more or less a fair distribution of the candidates in terms of their respective field of specialization.

With regard to the issue related to years of service the majority (50%) of Assessors respondents' service were ranging from 5-9 years. On the other hand almost similar numbers of Assessors respondents (11.53% and 11.54%) service were ranging from 0-4 and above 20 years. On the other hand 6 (about 43%) of the supervisors had served between 10-19 years. Whereas 14% and 36% of supervisors service year were between 0-4 and 5-9 years respectively. In general about half percent of the assessors and the supervisors had less than a decade years of experience in their respective position.

From this fact one can deduce that there are still skill gaps in the availability of qualified human power in order to assess those graduates as they have not yet well-educated to effectively conduct the assessment process

4.2 Attitude towards Implementation of OCACP

In order to address different issues related to the informants' attitude towards the implementation of occupational competence assessment and certification program particularly with success achieved, factors that affect candidates competency and the challenges faced occupational assessment program, the researcher described and analyzed the quantitative data collected through the questionnaires using percentage and average mean. Qualitative data generated from some emerging themes of the semi-structured interviews and document reviews were described and analyzed using thematic data analysis. For the purpose of deciding on the results of the analysis of Likert scales, the researcher calculated the average means and used these means which were equal to 3 and above as favouring the positive response; whereas average means of below 3 indicating negative responses.

4.2.1. Successes Achieved from OCACP

This sub-section presents and describes about successes achieved from the implementation of occupational assessment programs in terms of the graduates' achievements, organizational

capacity and the impacts of the assessment. It mostly focuses on different concepts related to the perspective of the assessment center coordinators or focal persons, assessors, CoC experts and the candidates themselves.

Table 4.2. Graduates Achievement towards OCACP

N0	Items	Rating scale & Alternatives	Frequency and percentage of Respondents		Mean
			TG (N=81)		
			F	%	
1	I personally believe that occupational competency assessment is important for creating employment opportunity	1.Strongly agree	28	34.1	3.72
		2 .agree	27	32.9	
		3. Undecided	12	14.6	
		4.disagree	4	4.9	
		5.Strongly disagree	10	12.2	
		Total	81	100.0	
2	Occupational competency assessment built my self-confidence	1.strongly agree	28	34.1	3.72
		2 .agree	27	32.9	
		3. Undecided	12	14.6	
		4.disagree	4	4.9	
		5.Strongly disagree	10	12.2	
		Total	81	100.0	
3	I am confident that competency assessment builds my moral strength	1.Strongly agree	36	43.9	4.1
		2 .agree	35	42.7	
		3. Undecided	3	3.7	
		4.disagree	3	3.7	
		5.Strongly disagree	4	4.9	
		Total	81	100.0	

As shown in Table 4.2, concerning importance of competency assessment for creating employment opportunity, 67 % of the graduates supported the idea that the competence assessment could serve as driver for creation of employment opportunity whereas fewer graduate respondents (17%) were refusing the idea. From this fact one can infer that competency assessment is important for creating employment opportunity

Item 2 of the same table shows response on whether implementation of occupational competency assessment built respondents' confidence or not. In this regard 67% of the respondents expressed their response positively for the idea that implementation of

occupational competency assessment built respondents' confidence. Whereas fewer graduate respondents (17%) did not agree. From this fact one can possibly say that those graduates who have taken the occupational assessment and passed it felt self-confident. Hence, they may have good motivation in their professions.

With regard to the response on whether competency assessment builds graduates moral or not the majority of graduate respondents (87%) responded that competency assessment help them to build their moral. While fewer graduate respondents (9%) rated the issue as disagree. This implies that competency assessment has a positive contribution in building graduates confidence in their future work related activities.

Generally, the implementation of occupational competency assessment and certification program has positive contributions to individuals in the system. The successful implementation of OCACP is justified by its paramount importance for creating employment opportunity, building one's self-confidence and for building their moral strength.

Table 4.3 Organizational Capacity of IOCACP

NO	Items	Rating Scale	Frequency and percentage of respondents								Ave Mean
			TG (N= 81)		TA (N=52)		TE (N=14)		Total		
			F	%	F	%	F	%	f	%	
1	The assessment identifies candidates weak and strong performance to offer feedback for better improvement	1.Strongly agree	35	43.2	27	51.9	6	42.9	68	46.25	4.0
		2 agree	24	29.6	20	39	5	35.7	49	33.33	
		3 Undecided	3	3.7	5	9	3	21.4	11	7.48	
		4 disagree	10	12.3	0	0	0	0	10	6.18	
		5 Strongly disagree	9	11.1	0	0	0	0	9	6.17	
		Total	81	100	52	100	14	100	147	100	
2	CoC had created strong relations with industry	1.Strongly agree	16	19.8	23	44.2	0	0	39	26.53	3.87
		2 agree	15	18.5	18	34.6	7	50.0	40	27.21	
		3 Undecided	14	17.3	8	15.4	2	14.3	24	16.32	
		4 disagree	16	19.8	3	5.8	3	21.4	22	14.96	
		4. strongly disagree	20	24.7	0	0	2	14.3	22	14.96	
		Total	81	100	52	100	14	100	147	100	
3	Assessment centers were capable of managing the process of assessment properly	1.Strongly agree	20	30	13	25	7	50.0	40	27.21	3.33
		2.agree	13	24.7	14	26.9	6	42.9	33	22.45	
		3.undecided	13	16.0	17	32.7	0	0	30	20.40	
		4.disagree	12	14.8	5	9.6	0	0	17	20.40	
		5.strongly disagree	11	13.6	3	5.8	1	7.1	15	10.20	
		Total	81	100	52	100	14	100	147	100	
4	Aassessment centers were maintaining the facilities to fulfill with all the requirements prescribed by CoC	1.Strongly agree	25	30.9	13	25.0	6	42.9	44	29.93	3.86
		2.agree	24	29.6	22	42.3	7	50	93	63.26	
		3.Undecided	5	6.2	9	17.3	1	7.1	15	10.20	
		4.disagree	19	23.5	5	9.6	0	0	24	16.32	
		5.Strongly disagree	8	9.9	3	5.8	0	0	12	8.16	
		Total	81	100	52	100	14	100	147	100	

Key: TG = TVET Graduates TA= TVET Assessors TE= TVET Experts

As it can be observed from Table 4.3, Item 1 the majority of the graduate respondents (73%) responded that occupational assessment is important in identifying the candidates' weak and strong performance to offer feedbacks for better improvement while only 23% of graduate respondents rated the issue as disagree. In relation to Assessor respondents, the majority of them (79%) support the idea .On the other hand, only 6% of respondents replied negatively.

This fact implied that occupational competence assessment and certification program could help the concerned bodies to identify the feedbacks for better improvement of the candidates' performance. The performance is a result of a process of complex interaction between knowledge, skills and attitude which have existed within the individual(s). The responses obtained from one of the interviewee also supported the above idea which conformed that;

Occupational competence assessment has successful stories to identify candidates' weak and strong performance. Primarily, assessment tools are prepared by industry panel experts rather than by individual professionals. After preparation, the tools will be evaluated by Addis Ababa TVET Agency professionals. Thirdly, the tools will be returned to industry to be given validity and, finally, those tools will be functional. Hence, as soon as possible, the tools can identify the candidates' weaknesses and strengths according to the respective occupation.(FP04, June 3,2014)

Item 2 of the same Table shows whether there is relationship between certification program and industry or not. Accordingly about 39% of graduate respondents replied that there is a relationship between certification program and industry. Similarly the majority (79%) of assessor respondents responded the issue in the same manner. With regard to supervisor respondents, 50% of them were pointed out that there is relationship between CoC and industry. With regard to assessor respondents only 6% of them do not agree on the existence of relationship between CoC and industry. Similarly 35% of supervisor respondents replied that there is no relationship between CoC and industries.

In general 53.5% of respondents assured that CoC created smooth relationships with industries or employers. Whereas the same number of total respondents (15 %) do not agree with the above idea. This fact implied that the implementation of occupational competency assessment had a positive contribution in establishing strong linkages and collaboration with employers and industries for smooth running of certification process in Addis Ababa.

According to item 3 of the same table 49% of the total respondents replied that Assessment Centers were capable of managing the process of assessment properly and hence they rated it as agree. On the other hand 21% of the total respondents pointed out that Assessment Centers were not capable of managing the process of assessment properly. Thus, the findings of the

study could not clearly show the capability of the assessment centers in managing the process of assessment implementation properly. About 49.6% of the respondents in the assessment centers agreed and/or strongly agreed on the statement about the capability of managing the assessment process. One may not be in a position to argue that the assessment centers are capable to manage the process of occupational competence assessment. The TVET Strategy of Ethiopia (2008: 15) states that, “TVET institutions are mainly expected to replicate new and selected technologies and transfer the same to the relevant industry in order to increase the competitiveness of the sector according to international standards. It's also needed that these technologies focus on creative capacity building and greatly contribute to individual self-employment.

Item 4 of the same table shows responses on the conditions of assessment center to fulfill with all the requirements prescribed by CoC. In this connection 61% of graduate respondents support the idea that assessment center were found in a position to fulfill the requirements set by CoC. While 34% of them responded that assessment centers were not found in a position to fulfill the requirements set by CoC. Similarly the majority (67%) of assessor respondents argued that Assessment Centers are capable of maintaining the facilities to fulfill the requirements .However few (16%) assessor respondents pointed out that Assessment Centers were not in a position to fulfill the requirements set by CoC. Supervisor respondents also responded in the same way. According to the majority (92%) of the Assessment Centers were maintaining the facilities to fulfill with all the requirements set by CoC

In general about 63% of the total participants in the study confirmed the availability of standardized equipment to process the assessment and they agreed with the availability of the facilities in the centers prescribed by the Center of competence (CoC). Thus, assessment centers are capable for maintaining the facilities to fulfill the centers with all of the requirements prescribed by the CoC.

Table 4.4 Items Concerning Assessment Impacts

NO	Items	Rating Scale	Frequency and percentage of respondents								Mean
			TG (N= 81)		TA (N=52)		TE (N=14)		Total		
			f	%	f	%	f	%	f	%	
1	Occupational assessment is useful for the candidates to be competent in the labor market	1.Strongly agree	38	46.9	8	15.4	9	64.3	55	37.41	3.86
		2.agree	31	38.3	16	30.8	5	35.7	54	36.73	
		3.Undecided	3	3.7	10	19.0	0	0	13	8.84	
		4.disagree	3	3.7	12	23.1	0	0	15	10.20	
		5.Strongly disagree	6	7.4	6	11.5	0	0	12	8.16	
		Total	81	100	52	100	14	100	147	100.00	
2	The overall assessment means and ends is not successful	1.Strongly agree	23	28.4	18	34.6	9	64.3	48	32.65	3.99
		2.agree	30	37.0	18	34.6	5	35.7	53	36.05	
		3.Undecided	11	13.6	12	23.1	0	0	23	15.65	
		4.disagree	11	13.6	1	1.9	0	0	12	8.16	
		5.strongly disagree	6	7.4	3	5.8	0	0	9	6.12	
		Total	81	100	52	100	14	100	147	100.00	
3	Certificates awarded by CoC for competent individuals were valued as criteria to give priority in every aspect of professional and academics endeavors	1.Strongly agree	46	56.8	17	51.9	6	42.9	69	46.94	4.08
		2.agree	20	24.7	4	32.7	6	42.9	30	20.41	
		3 Undecided	5	6.2	4	7.7	1	7.1	10	6.80	
		4.disagree	3	3.7	2	3.8	1	7.1	6	4.08	
		4.Strongly disagree	7	8.6	2	3.8	0	0	9	6.12	
		Total	81	100	52	100	14	100	147	100.00	

Assessment serves several purposes. It gives information about the knowledge, skills and attitude candidates have acquired. Assessment helps to determine the level of competence the students have acquired, and whether they can apply that the knowledge and it can help in providing high-quality instruction for the students enrolled in training program. Assessment is also related to the process of obtaining evidence about an individual’s performance and making judgments on that evidence against prescribed standards of performance (MoE, 2010)). In this study data were collected with regard to various impacts of Assessment.

Table 4.4 indicates response concerning Assessment Impacts. With this regard 38 % of graduates, 30.8% of assessors and 35.7% of expert respondents pointed out that occupational assessment is useful for the candidates to be competent in the labour market in Addis Ababa. Similarly 47%, 15 % and 64 % of graduate, assessors and expert respondents support the idea that occupational assessment is useful for the candidates to be competent in the labour market in Addis Ababa. On the other hand 18% of the total respondents negatively responded to the issue. In general 74.1% of the total respondents expressed their agreement with the statement about the enabling contribution of the occupational assessment to the candidates in terms of being competent in the labour market.

Vocational training (whether it be training people to be plumbers, computer programmers, doctors, lawyers, electricians or child care workers) should aim to focus the application of skills and knowledge taught to their work roles. MoE (2008:1) states that TVET assessment strategies have to respond to the competence needs of the labour market and to create a competent, motivated and adaptable workforce capable of driving economic growth and development. The main thrust of the strategy is that the development of TVET relies on an outcome-based system and dedicated to trusting cooperation among stakeholders

Item 2 of the same table shows responses on whether the overall assessment means and ends were successful or not. In this regard 65 % of graduate respondents responded that the overall assessment means and ends were not successful. On the other hand 20.6% of these respondents pointed out that the overall assessment means and ends were successful. With regard to assessor respondents, 34.6% of respondents responded that assessment means and ends were not successful. While very few assessor respondents (8%) were responded negatively that the overall assessment means and ends were successful. In relation to expert respondents the majority of them (100%) were agreed that the overall assessment means and ends were not successful as expected and none of them were responded negatively.

Item 3 of table 4.4 shows responses on the issue related with certificates .In this connection about 82 % of graduate respondents replied that Certificates awarded by CoC for competent individuals were valued as criteria to give priority in every aspect of professional and academics endeavours. However about 13% respondents do not agree on this idea. In relation

to Assessor respondents, the majority of them (84%) were supported the idea that certificates awarded by CoC were valued as criteria to give priority in various aspects. While about (9%) of respondents' responded negatively. With regard to expert respondents about 43% of them were agreed on the issue. In general among the total respondents about two-third (66.4%) of the individuals in the survey were found to support the certification awarded by CoC. The significant number of the respondents supported the certification prioritized successful candidates in every aspect of academic and professional areas. In addition, as mentioned by one of the graduates during the interview "After I had got the assessment certification, I became enforced my momentum to consider myself to be highly needed to my professional endeavours." Another informant who had been assessed again stated, "I had no any complaint about the certification. However, I have suffered a lot to get assessed due to some registration problem related to the presence of interwoven bureaucracy."

Moreover, findings from the responses of the open-ended question in the semi-structured interview which stated what are the contribution of assessment and certification program towards graduates? With the Centre focal persons or coordinators, the candidates and the COC supervisors highlighted multi-dimensional issues related to the themes under investigation. The assessment by the CoC is becoming prospective criteria for competent citizens to get opportunities of employment, promotion and further training; motivating trainees and candidates to become competent in the assessment and thereby gaining better knowledge and skills; becoming a potential system to create competent citizens who can contribute for the development of their country; initiating trainers to upgrade their knowledge and skills and, hence, to train their trainees according to the required standards; becoming base to improve the quality of education training; and building the moral of competent individuals and, hence, motivating them to perform better in their work.

In summary, 74% of the total respondents argued that occupational assessment is useful for the candidates to be competent in the labor market. On the other hand 67% of the total respondents responded that certificate awarded by COC for competent individuals were valued as criteria to give priority in every aspect of professional and academics endeavors. Thus the implementation of occupational competence assessment and certification program in the study area has had multi-faceted success stories which can be expressed in terms of its

contributions to the graduates' achievements, to building the organizational capability, and to bring about positive impacts of the assessment. Therefore, the implementation of OCACP is mostly successful in terms of those above-stated indicators for its measurement.

4.2.3 Factors affecting the Success of OCACP

This section mainly focuses on attitude towards the implementation of occupational competence assessment and certification program in terms of about 3 major improvement domains, namely, major impediments for failure of graduates; the existing conditions and gaps in the assessment Centres facilities; the assessors' activities during CoC assessment were assessed as follows.

Table 4.5 Impediments Affecting the Success of the Graduates

No	Items	Rating scale & Alternatives	Frequency and percentage of Respondents						Mean
			TG (N=81)		TA (N=52)		Total (N=133)		
			F	%	F	%	F	%	
1	Orientation was not given before an assessment	1.Strongly agree	12	14.8	11	21.2	23	17.29	2.96
		2.agree	14	17.3	10	19.2	24	18.04	
		3. Undecided	1	1.2	5	9.6	6	4.50	
		4.disagree	34	42.0	14	26.9	48	36.09	
		5.Strongly disagree	20	24.7	12	23.1	32	24.06	
		Total	81	100.0	52	100.0	133	100.00	
2	Quality assurance process of CoC was not valid, reliable and trusted	1.Strongly agree	15	18.5	11	21.2	26	19.54	3.65
		2.agree	40	49.4	31	59.6	71	53.38	
		3. Undecided	2	2.5	5	9.6	7	5.26	
		4.disagree	15	18.5	2	3.8	17	12.78	
		5.Strongly disagree	9	11.1	3	5.8	12	9.02	
		Total	81	100.0	52	100.0	133	100.00	
3	Graduates' feeling of anxiety during assessment period	1.Strongly agree	13	16.0	15	28.8	28	21.05	3.64
		2.agree	39	48.1	26	50.0	65	48.87	
		3. Undecided	4	4.9	6	11.5	10	7.51	
		4.disagree	10	12.3	5	9.6	15	11.27	
		5.Strongly disagree	15	18.5	0	0.0	15	11.27	
		Total	81	100.0	52	100.0	133	100.00	
4	There were not proper arrangements of assessment rooms and laboratories during assessment period	1.strongly agree	10	12.3	12	23.1	22	16.54	3.61
		2.agree	45	55.6	30	57.7	75	56.39	
		3.undecided	4	4.9	3	5.8	7	5.26	
		4.disagree	10	12.3	4	7.7	14	10.52	
		5.strongly disagree	12	14.8	3	5.8	15	11.27	
		Total	81	100.0	52	100.0	133	100.00	

Table 4.5, presents responses on the issues that affect graduates result related to assessment process. According to item 1 of the Table about 32% of graduate respondents replied that Orientation was not given before an assessment. Similarly about 39% of assessor respondents agree with the above idea. On the other hand about 66% of graduate respondents pointed out that Orientation were given before an assessment. Similarly 49% of assessor respondents replied that Orientation was given before an assessment

To sum up, out of the total respondents 80% of them were responded that orientation was given before an assessment and it was not a factor that contributed to the graduates' failure. Thus, the orientation is not considered as a good means of building confidence and means of awareness creation to minimize stress and confusion during an assessment. However, if the assessment centers are not in a good position to organize and give orientation to the candidates; it may have its own negative impact by influencing assessment results of them.

In order to conduct the assessment, support services should be provided to Candidates, e.g., providing test packages and helpful information on the test day at assessment sites. However, from the above fact one can infer that finding these services are not always readily available to candidates and lack of support reduced their ability to take the assessment tests.

The findings from the document analysis, on the other hand, show that: "TVET institutions should be well-organized internally with human and non-human resources to provide outcome- based training. These include facilities, instructional materials, curriculum, certified and qualified trainers and complaints with workplace requirements." It is the occupational area that guarantees quality training and is, therefore, well-known by the community and industry (CoC, 2012). In addition, TVET institutions shall serve as centres of technology capability, accumulation and transfer. They shall closely cooperate with the private sector in undertaking problem-solving research program (MOE, 2008:21).

As indicated in item 2 of the same table about 68% of graduate respondents replied that Quality assurance process of CoC was not valid, reliable and trusted. Similarly about 81% of assessor respondents support the above idea. On the other hand about 30% of graduate respondents pointed out that Quality assurance process of CoC was valid, reliable and trusted.

Assessment must meet minimum validity requirements (i.e., the assessment test really evaluates the occupational standard selected) and reliability requirements (i.e., the assessment evaluates the standard in a consistent way). (Creswel, 2003: 36). However as indicated in the above fact 72.9% of the participants in the survey agreed that quality assurance process of CoC was not valid, reliable and trusted. Therefore, such an attitude to the actual practice of CoC may make possible the failure of the candidates. One can deduce that the consideration of the quality assurance process in the CoC as not valid, reliable and trusted may pave the way for the candidates' failure. Hence, the concerned bodies may improve the quality assurance process.

Regarding the feeling of anxiety during the assessment 68% of graduate respondents replied that there is feeling of anxiety during assessment. Similarly the majority (90%) of assessor respondents replied that there is feeling of anxiety during assessment. Whereas about 32% of graduate respondents were disagree. However 9.6% of them pointed out that there is no feeling of anxiety during assessment.

In general among the total respondents 69.9% of the respondents were at least found to show feelings of anxiety in the actual process of the occupational competence assessment. Thus, those feelings have their own negative impact to hinder candidates' performance during the assessment. Moreover, one of the interviewees conformed that;

The center did not give any orientation and, sometimes, was asking some questions about theoretical test which was counted as pre-conditions for mis-achieving. Therefore, an act of bearing rather than forwarding is a normal condition in the center (FP 03, June, 12, 2014).

Trainees feel anxiety during an assessment and they could not perform well on what they know due to fear and anxiety. Based on this argument, different assumptions can be drawn. However, lack of orientation before the assessment is the outstanding and the visible problem observed at the Centres.

Based on the findings related to Item 4 the respondents agreed and/or strongly agreed on the absence of proper arrangements of assessment rooms and laboratories during assessment period at the CoC. This was assured by about seventy-three percent (72.9%) of the respondents.

Table 4.6 Issues Related to Assessment Centres

No	Items	Rating scale & Alternatives	Frequency and percentage of Respondents								Mean
			TG (N=81)		TA (N=52)		TE (N=14)		Total (N=147)		
			F	%	F	%	F	%	F	%	
1	Skill gaps observed during practical assessment indicates that lack of adequate practical training at industry	1.strongly agree	23	28.4	12	23.1	8	57.1	43	29.25	4.00
		2 .agree	30	37.0	24	46.2	6	42.9	60	40.81	
		3.undecided	6	7.4	5	9.6	0	0.0	11	7.48	
		4.disagree	16	19.8	8	15.4	0	0.0	24	16.32	
		5.strongly disagree	6	7.4	3	5.8	0	0.0	9	6.12	
		Total	81	100.0	52	100.0	14	100.0	147	100.0	
2	Skill gaps observed during knowledge test indicates lack of adequate theoretical training at institutional level	1.strongly agree	15	18.5	25	48.1	3	21.4	43	29.25	4.01
		2 .agree	31	38.3	23	44.2	9	64.3	63	42.85	
		3.undecided	3	3.7	1	1.9	0	0.0	4	2.72	
		4.disagree	19	23.5	2	3.8	2	14.3	23	15.64	
		5.strongly disagree	13	16.0	1	1.9	0	0.0	14	9.52	
		Total	81	100.0	52	100.	14	100.0	147	100.0	
3	Graduates/candidates lack adequate preparation for the assessment	1.strongly agree	4	4.9	22	71.2	0	0.0	26	17.68	3.34
		2 .agree	17	20.9	15	28.8	6	42.9	38	25.85	
		3.undecided	6	7.4	9	17.3	6	42.9	21	14.28	
		4.disagree	30	37.0	5	9.6	0	0.0	35	23.80	
		5.strongly disagree	24	29.6	1	1.9	2	14.3	27	18.36	
		Total	81	100.0	52	100.	14	100.0	147	100.00	
4	There is cooperative and committed human power in the assessment centers	1.strongly agree	15	18.5	12	23.1	-	-	27	18.37	3.46
		2.agree	34	42.0	24	46.2	1	7.1	59	40.13	
		3.undecided	9	11.1	5	9.6	8	57.1	22	14.96	
		4.disagree	14	17.3	8	15.4	5	35.7	27	18.36	
		5.strongly disagree	9	11.1	3	5.8	-	-	12	8.16	
		Total	81	100.00	52	100.0	14	100.0	147	100.00	

With regard to the skill gaps observed during practical assessment, the findings of the study (item one of Table 4.6) 65% of graduate respondents indicate the presence of the gaps in skills. Similarly 69% of assessor respondents pointed out that there is skill gap. With regard to expert respondents 100% were supported the issue. On the other hand 7.4 % of graduate and 5.8 % of Assessor respondents replied that there is no skill gap. Similarly about 20% and 15% of graduate and assessor respondents do not support the idea that there is skill gap during practical assessment. To sum up out of the total respondents 70% of them expressed their agreement

with the lack of adequate practical training at industry. Therefore, the graduates had lack of adequate preparation in the industry.

The organization of practical training in support of occupational standards appears to be imperative. In the same way, when the researcher assessed the knowledge gaps, there were also the same problems in lack of adequate training in TVET institutions. Obviously, both of the skill and knowledge gaps in the Academic Year of 2012/13 were reflected in 30,661 candidates. Out of those candidates assessed at the CoC, only 6756 (22.0%) were found to be competent in the given assessment and received the National Certificate from the Center (CoC, 2012). This implies that the dual training system requires high attention in order to achieve the desired objectives set by the Occupational Competency Assessment and Certification Center in Addis Ababa.

As indicated in item 3 of the same table 66% of graduate respondents responded negatively. While 26% of graduate respondents rated positively. Related with assessor respondents 99 % were supported the idea that graduates/candidates lack adequate preparation for the assessment. In general, among the total respondents 64% of them agreed and/or strongly agreed that graduates or the candidates lacked adequate preparation for the assessment. Thus, the candidates had limited competence due to lack of knowledge and skills in the assessment process. One may conclude that their limited competency would have negative impact on the candidates' performance results.

Based on the average mean of the responses, it was calculated to be above 3 and one could deduce that there was favorable response to confirm their lack of preparation for sitting at the assessment examination. Therefore, it is possible to conclude that a significant number of the candidates or the graduates lack adequate preparation for the assessment. This might be due to lack of conducive environment related to the accessibility of the assessment centre facilities to prepare themselves appropriately in practical exercises and theoretical issues.

In the same manner one of the Interviewees expressed his views on the foregoing issue as;

In the assessment Centers, all necessary equipment is fulfilled, except vehicles to patrol to different centers. Therefore, we asked the City Government of Addis Ababa to buy a car (FP 05, June, 14 ,2014).

However, some of the participants responded to the open-ended question in the questionnaire by stating that the Centres faced so many problems related to the assessment materials, sub-standardized assessment tools and poor schedule applications. Thus, these problems would serve as empirical evidence on the poor implementation of the Certification Program.

Item 4 of the same Table indicates that those human resources at Assessment Centers were cooperative and committed in the process of the assessment. About 59 % of the individuals in the study stated that the manpower at the centers was found to cooperate and to show their commitment to the assessment. Thus, the performance of assessment centers is viewed by the respondents as good institutions.

Concerning the use of equipment and assessment methods during the assessment, 76.5% of the candidates and 85.7% of the supervisors/Experts confirmed that the assessment methods were not employed properly for implementation of the assessment process (Table 4.8). When the researcher assessed the nature of the assessors to give feedback and guidance to the candidates in the assessment process, about 68.7% of the respondents agreed that the assessment centres had problems in pre- assessment guidance and post-assessment feedbacks by the assessors. The findings of study show that the assessors have to be practitioners of the occupation in the industry or the trainer of the occupation qualification level. This means that the trainer to be accredited as an assessor must have an exposure to industry as a worker or as an in-company trainer for the recent two years and his /her competency at least one level higher than the qualification level s/he is going to get assigned to assess. Hence, in order to assess a level IV candidate, the assessor must be a certificate holder of this level of qualification and s/he has to be competent enough in the assessment presented for assessors. Even, the assessors should take up-to-dated trainings on assessment the candidates or the graduates.

Table 4.7 Issues Related to Assessors

No.	Items	Rating scale & Alternatives	Frequency and percentage of Respondents								Mean
			TG (N=81)		TA (N=52)		TE (N=14)		Total (N=147)		
			F	%	F	%	F	%	F	%	
1	Assessors did not use established methods and equipments during assessment	1.strongly agree	18	22.2	30	57.7	4	28.6	52	35.37	4.03
		2..agree	44	54.3	14	26.9	8	57.1	66	44.89	
		3.undecided	6	7.4	5	9.6	2	14.3	13	8.84	
		4.disagree	9	11.1	1	1.9	0	0.0	10	6.80	
		5.strongly disagree	4	4.9	2	3.8	0	0.0	6	4.08	
		Total	81	100.0	52	100.0	14	100.0	147	100.00	
2	During assessment the assessors did not offer guidance and thereby provided feedback on weak and strong performance for better improvement	1.strongly agree	16	19.8	37	71.2	4	28.6	57	38.77	4.01
		2.agree	29	35.8	7	13.5	8	57.1	44	29.93	
		3.undecided	6	7.4	4	7.7	2	14.3	12	8.16	
		4.disagree	18	22.2	1	1.9	0	0.0	19	12.92	
		5.strongly disagree	12	14.8	3	5.8	0	0.0	15	10.20	
		Total	81	100.0	52	100.0	14	100.0	147	100.00	

Table 4.7 shows responses on issues related to assessors. In this connection about 76% of graduate respondents support the idea that Assessors did not use established methods and equipments during assessment .While about 16% of the same respondents do not support the idea that Assessors did not use established methods and equipments during assessment. Regarding assessor respondents the majority (about 85%) of them agree. However very few (6%) of Assessor respondents rated as disagree on the issue. According to the majority (85%) of expert respondents Assessors did not use established methods and equipments during assessment. On the other hand none of them were rated disagree or strongly disagree on the idea that Assessors did not use established methods and equipments during assessment

As indicated in item 2 of the same table 54% of graduate respondents were support the idea that the assessors did not offer guidance and thereby provided feedback on weak and strong

performance for better improvement. Whereas about 37% of the same respondents rated the issue as disagree. With regard to Assessor respondents the majority (71.2%) of them were strongly agree with the issue. On the other hand 100 % of expert respondents were support the idea that the assessors did not offer guidance

In addition to the responses generated from the assessors, the already assessed candidates were in agreement with the proceeding data on the same issue under investigation. As they responded to the open ended items of the questionnaire, most of the assessors had no full confidence in their knowledge and skill on the occupations they were assessing others; most of them didn't follow the established assessment procedure for the collection of evidences of competence; most of them were not treating or handling their candidates equally and in ethical manner; some assessors give result by guessing, had personal biasness, subjective measurement.

According to the response of one of the interviewee,

Some of the assessors' them-selves were not yet competent on the occupations they were assessing others; most of them were not given appropriate training how to assess their candidates; and most of them had no sufficient and relevant industry experience.(FP 01, June 14,2014)

Therefore, this implies that those assessors who have not yet fulfilled the minimum requirement of CoC directives are conducting the assessments. It needs high attention on the part of concerned parties at different levels because the present shortage of competent and committed industry assessors could endanger the assessment.

4.2.4 Challenges Encountered in the Implementation of Occupational Assessment

Currently TVET institutions have increased in number, the training areas have been diversified, enrolment has increased, and the trainees are prepared to perform functions valued and needed by the existing economy. However, the present situation reveals the fact that most TVET graduates do not meet the expectations of the service and production sectors. This is mainly due to different reasons. The following data analysis mainly focused on the challenges encountered in the process of the implementation of the assessment at the occupational assessment and certification center in Addis Ababa.

Table 4.8 Organizational Challenges of OCACP

No.	Items	Rating Scale and alternatives	Frequency and Percentage of Respondents						Mean
			TA N=52		TE N=14		Total		
			F	%	F	%	F	%	
1	Assessors had relevant industry experiences and knowledge of the occupation at or above the level being assessed	1.strongly agree	29	55.8	3	21.42	32	48.48	3.72
		2.agree	19	36.5	1	7.14	20	30.30	
		3.undecided	2	3.8	6	42.9	8	12.12	
		4.disagree	2	3.8	1	7.14	3	4.54	
		5.strongly disagree	0	0.0	3	21.42	3	4.54	
		Total	52	100.0	14	100.0	66	100.00	
2	Organizational structure of CoC was not efficient to effectively implement the assessment and certification program	1.strongly agree	13	25.0	8	57.1	21	31.81	4.09
		2.agree	20	38.5	6	42.9	26	39.39	
		3.undecided	8	15.4	0	0.0	8	12.12	
		4.disagree	8	15.4	0	0.0	8	12.12	
		5.strongly disagree	3	5.8	0	0.0	3	4.54	
		Total	52	100.0	14	100.0	66	100.00	
3	There was adequate financial resources in CoC for execution of the assessment and certification programs	1.strongly agree	5	9.6	2	14.3	7	10.60	2.88
		2.agree	11	21.2	4	28.6	15	22.72	
		3.undecided	13	25.0	0	0.0	13	19.69	
		4.disagree	17	32.7	7	50.0	24	36.36	
		5.strongly disagree	6	11.5	1	7.1	7	10.60	
		Total	52	100.0	14	100.0	66	100.00	
4	CoC was not free and independent in executing its assessment and certification programs	1.strongly agree	5	9.6	0	0.0	5	7.57	2.63
		2.agree	20	38.5	2	14.3	22	33.33	
		3.undecided	9	17.3	4	28.6	13	19.69	
		4.disagree	9	17.3	3	21.42	12	18.18	
		5.strongly disagree	9	17.3	5	35.71	14	21.21	
		Total	52	100.0	14	100.0	66	100.00	
5	The payment paid for professionals in CoC was not satisfactory	1.strongly agree	11	21.2	6	42.9	17	25.75	4.02
		2.agree	26	48.1	7	50.0	33	48.48	
		3.undecided	6	11.5	1	7.1	7	10.60	
		4.disagree	6	11.5	0	0.0	6	9.09	
		5.strongly disagree	3	5.8	0	0.0	3	4.54	
		Total	52	100.0	14	100.0	66	100.00	
6	The industry involvement in the assessment system was not encouraging	1.strongly agree	13	25.0	5	35.7	18	27.27	3.60
		2.agree	26	50.0	3	21.4	29	43.93	
		3.undecided	7	13.5	0	0.0	7	10.60	
		4.disagree	4	7.7	4	28.6	8	12.12	
		5.strongly disagree	2	3.8	2	14.3	4	6.06	
		Total	52	100.0	14	100.0	66	100.00	

As indicated in item one of Table 4.8, about 93% of Assessor respondents responded that assessors had relevant industry experiences and knowledge of the occupation. On the other hand only 29% of expert respondents agree with the above idea. Out of the total respondents the majority of them, (about 78%) support the idea that “Assessors had relevant industry experiences and knowledge of the occupation at or above the level being assessed”. In this aspect, the data implies that OCACC is working with the standard of occupational assessment and certification directives. Hence, one can deduce assessors were employed with necessary industry experiences and knowledge of the occupation accordingly.

As indicated in the second item of the same Table 33% of the Assessor respondents agree. While only 11% of the same respondents do not agree. Similarly the majority of expert respondents (70%) responded as agree. This shows that out of the total respondents the majority of them (71.2%) reported that they agreed and/or strongly agreed with the effectiveness of organizational structure to conduct the assessment and certification program in the City Government of Addis Ababa. About seventy-one percent of the respondents expressed that the candidates were complaining the centralized system of OCACP to be accessible by everyone who wanted to take the assessments as it minimized another expenses. Besides, the effectiveness of the organizational structure reduce the assessment fee. Therefore, it highly demands for the concerned bodies’ good response

Item 3 of the same table shows responses on whether there was an adequate financial resource or not. Accordingly about 67% of expert respondents responded that there was an adequate financial resource. On the other hand about 33 % of Assessor respondents do not agree with the above idea. Among the total respondents about 47% of them expressed their disagreement with the above-stated issue. When financial strength combined with qualified and dedicated human power, it could make an organization productive. However, the above fact indicates that the respondents disagreed on the statement which stated there existed financial resources to execute the assessemnt and the certification programs.

Item 4 of the same table shows responses on whether or not CoC was independent. In this regard about 49% of Assessor respondents support that COC was independent. Similarly 27% of expert respondents replied that CoC was independent. Among the total respondents 40.9% of them were quite sure that CoC was not free and independent in executing its assessment

and certification programs. Occupational Competency Assessment and Certification Centre have been implemented solely with practice of top-down order or “let make him/her to pass.” This implies the Agency is not fully authorized to conduct the assessment freely.

As indicated in item 5 of the same table 69.3% of Assessor respondents replied that the payment paid for professionals in CoC was not satisfactory. Similarly the majority (92%) of expert respondents supported the idea as it is. In order to assess money as a motivational factor for professionals in the assessment Centre, the researcher posed question about this issue under investigation. About three-four (74.2%) of the respondents confirmed that those professionals at the CoC were not paid attractive salary monthly. Thus, this would have a negative impact on the efficiency and might increase the rate of turnover of different professionals.

Item 6 of the same table shows responses on the involvement of industry on the assessment system. In this regard 75% of Assessor respondents responded that the industry involvement in the assessment system was not encouraging. Similarly 47% of expert respondents pointed out that the industry involvement in the assessment system was not encouraging. From this fact one can possibly say that the industry involvement in the assessment system is not as such encouraging. Therefore, the involvement of the industry in the occupational competence and certification program is discouraging.

As to practical assessments, the industries give a high level of role to accomplish the assessment process by the City Government of Addis Ababa. In addition one interviewee supported the above-stated argument as follows

Most industries are not active participants and are not ready in fulfilling basic necessities. Rather, they consider the system has forced them. Even in cooperative training, most industries are not good enough to impart the relevant competency (CC02, June 4, 2014)

Generally, the Centre of Competence in Addis Ababa with all positive and negative attitudes on part of the respondents also has some external and internal challenges.

Table 4.9 Respondents Attitude towards CoC Status

No.	Items	Rating Scale	Frequency and Percentage of Respondents								Mean
			TG N=81		TA N=52		TE N=14		Total		
			F	%	F	%	F	%	F	%	
1	The organization lacks qualified and competent human power in CoC	1.strongly agree	23	28.4	13	25.0	8	57.1	44	29.93	3.43
		2.agree	22	27.2	20	38.5	6	42.9	48	32.65	
		3.undecided	10	12.3	8	15.4	-	-	18	12.24	
		4.disagree	18	22.2	8	15.4	-	-	26	17.69	
		5.strongly disagree	8	9.9	3	5.8	-	-	11	7.48	
		Total	81	100.0	52	100.0	14	100.0	147	100.00	
2	In CoC, assessment schedules were not conducted in actual time.	1.strongly agree	15	18.51	5	9.6	4	28.6	24	16.33	3.87
		2.agree	34	41.97	20	38.5	3	21.4	57	38.77	
		3.undecided	3	3.7	9	17.3	3	21.4	15	10.20	
		4.disagree	34	42.0	20	38.5	3	21.4	57	38.77	
		5.strongly disagree	14	17.3	9	17.3	4	28.6	27	18.37	
		Total	81	100.0	52	100.0	14	100.0	147	100.00	
3	The certification system of CoC was not up to the required standard	1.strongly agree	10	12.3	5	9.6	9	64.3	25	17.00	3.24
		2.agree	26	32.09	19	36.53	0	0	35	23.81	
		3.undecided	17	21.0	12	23.1	0	0	29	19.73	
		4.disagree	13	16.0	13	25.0	4	28.6	28	19.05	
		5.strongly disagree	15	18.5	3	5.8	1	7.1	19	12.92	
		Total	81	100.0	52	100.0	14	100.0	147	100.00	
4	lack of adequate budget and lack of commitment of concerned bodies are major challenges of CoC	1.strongly agree	28	34.6	9	16.4	6	37.7	43	29.25	3.73
		2.agree	31	38.3	20	38.5	6	35.7	57	38.77	
		3.undecided	7	8.6	10	14.7	2	28.6	19	12.92	
		4.disagree	9	11.1	8	15.4	-	-	17	11.56	
		5.strongly disagree	6	7.4	5	9.6	-	-	11	7.48	
		Total	81	100.0	52	100.0	14	100.0	147	100.00	

As shown Table 4.9, the majority of graduate respondents (about 55%) support the idea that states organization lacks qualified and competent human power in CoC. Similarly 63% of Assessor respondents as well as 99% of expert respondents support the above idea. In general about 63% of the respondents agreed that the organization lacked qualified and competent human power in CoC. Thus, the Centre lacks qualified human power, which may serve as an obstacle for the success of the Program. The execution of work usually requires the application of a number of competencies at the same time. It is, therefore, more efficient, expedient and reasonable to integrate units first for training delivery and also for assessment purposes. An

integrated approach to training delivery makes assessment in an integrated mode more possible. During the interview session, it was expressed that:

There was high turnover of competent individuals due to small amount of salaries monthly and other personal incentives. (FP01, June16, 2014).

Another Interviewee also pointed out remedies for the afore-mentioned challenges, as he stated:

It is clear that in order to develop the assessment and certification system all stakeholders should have the awareness. For example, it is possible to create awareness on the current National TVET Policies and Strategies for higher officials and to the society at grass-root level in media and other stages.”(June 16, 2014). Moreover, as informant 6 stated: “The Centre of Competence (CoC) has shortage of competent and skilful manpower. In assessment centres, shortage of machineries and even the available ones were outdated. These issues are considered as basic problems in order to conduct the assessment effectively. (FP03, June 17, 2014).

Item 2 of the same Table, present responses on the use of time table to present assessment as scheduled. In this connection 60% of graduate respondents as well as 47% of assessor respondents pointed out that in CoC, assessment schedules were not conducted in actual time. Similarly 49% of expert respondents give the same response. From this fact one can possible say that in the CoC assessment, the schedules are not conducted in actual time. Moreover, out of the total respondents 55% of them were found to be in agreement with .the above-stated statement. Therefore, the CoC had problem in discharging assessments to be undertaken on actual time. Besides, most of the candidate respondents had complaints related to the time scheduled for the implementation of the assessment due to various reasons (such as change in the days of the assessment and even the assessors and experts come late to start assessing them on actual time).

According to item 3 of the same table 38% of graduate respondents as well as, 38.5% and 35.7% of assessor and expert respondents responded positively. This fact shows that the certification system of CoC was not up to the required standards, according to 40.81 % of the total respondents confirmed that the certification was not up to the standard where as 31.97% of them agreed with the standardization of the certification process and submission of

assessment information. However, one may not in position to reach at a conclusion whether or not the Centre of Competence is up to the standards. Submission of assessment information should be verified for accuracy and completeness and submitted for placement

As shown in item 4 of the same table More than two-third (68%) of the total respondents argue that shortage of competent manpower, shortage of adequate budget and lack of commitment of concerned bodies were major challenges of CoC. Thus, the occupational competence assessment and certification program have been conducted in the context of shortage of competent manpower, shortage of adequate budget and lack of committed bodies at different levels in Addis Ababa. Moreover, one interviewee pointed out that:

The main challenges faced by the Agency include: budget constraints; poor management; shortage of highly committed, experienced professionals; and lack of awareness among the stakeholders, dedicated leader and the centralized system of the Agency". (FP04 June 3, 2014)

This study also considered existing challenges which have encountered in the process of implementing the occupational competence assessment and certification program. The results of the data analysis are presented in Table 4.10.

Table 4.10 Challenges Encountered in Assessment Implementation

No	Items	Rating Scale	Frequency and Percentage of Respondents								Mean
			TG N=81		TA N=52		TE N=14		Total		
			F	%	F	%	F	%	F	%	
1	There were not sufficient assessment centers from industry	1.strongly agree	10	12.3	1	1.9	6	42.9	17	11.56	3.00
		2.agree	16	19.8	13	25.0	6	42.9	35	23.80	
		3.undecided	18	22.2	18	34.6	-	-	36	24.49	
		4.disagree	23	28.4	14	26.9	-	-	37	25.17	
		5.Strongly disagree	14	17.3	6	11.5	2	14.3	22	14.96	
		Total	81	100.0	52	100.0	14	100.0	147	100.00	
2	During assessment time, adjustments made without compromising quality to accommodate the interests of graduate	1.Strongly agree	7	8.6	6	11.5	3	21.4	16	10.88	3.22
		2.agree	41	50.6	11	21.2	5	35.7	57	38.77	
		3.undecided	12	14.8	20	38.5	3	21.4	35	23.81	
		4.disagree	10	12.3	7	13.5	-	-	17	11.56	
		5.Strongly disagree	11	13.0	7	13.5	3	21.4	21	14.29	
		Total	81	100.0	52	100.0	14	100.0	147	100.00	
3	It was allowed to request on assessment decisions whenever the appropriate assessment procedures have-not followed or if there was evidence of discrimination or / and corruption	1.Strongly agree	19	23.5	16	30.0	-	-	35	23.80	3.15
		2.agree	22	27.2	18	34.6	5	35.7	45	30.61	
		3.Undecided	7	8.6	4	7.7	2	14.3	13	8.84	
		4.disagree	18	22.2	4	7.7	6	42.9	28	19.04	
		5.Strongly disagree	15	18.5	10	19.2	1	7.1	26	17.68	
		Total	81	100.0	52	100.0	14	100.0	147	100.00	
4	shortage of adequate material resources in CoC for execution assessment and certification programs	1.Strongly agree	13	16.0	2	3.8	8	57.1	23	15.64	3.45
		2.agree	25	30.9	14	26.9	4	28.6	43	29.25	
		3.Undecided	17	21.0	11	21.2	1	7.1	29	19.72	
		4.disagree	16	19.8	21	40.4	-	-	37	25.17	
		5.Strongly disagree	10	12.3	4	7.7	1	7.1	15	10.20	
		Total	81	100	52	100	14	100	147	100.00	
5	The assessment centers were not equipped with modern and adequate facilities as machineries, laboratories, workshops etc)	1.Strongly agree	17	20.9	18	34.6	9	64.3	44	29.93	3.45
		2.agree	25	30.9	20	38.5	-	42.9	45	30.61	
		3.Undecided	11	13.6	8	15.4	-	-	19	12.92	
		4.disagree	21	25.9	5	9.6	4	28.6	30	20.41	
		5.Strongly disagree	7	8.6	1	1.9	1	7.1	9	6.12	
		Total	81	100	52	100	14	100	147	100.00	

As shown in item 1 of table 4.10. 45% of graduate respondents replied that there was sufficient assessment centre. While 31% of the same respondents pointed out their view on the contrary. With regard to Assessor respondents 38% of them responded that there was sufficient assessment centres. On the other hand, the same 42.9% of expert respondents replied that there was not sufficient assessment centres. Out of the total respondents about 40% of them replied that there were no sufficient industry assessment centres where as 35.37% of them confirmed about the shortage of industry assessment centers/sites. As shown from the data, the average mean also indicates above 3 and more or less it is not difficult to conclude that OCACC had been conducting assessments within sufficient industry assessment centres./sites

As indicated in item 2 of the same table 59% of graduate respondents support the idea that assessment adjustment was made without compromising quality. Similarly 32% of Assessor respondents as well as 56% of expert respondents support the above idea .Out of the total respondents 49.65% of them agreed that adjustments were made without compromising quality to accommodate the interests of the graduates during assessment time at the CoC. The recognized assessors are required to plan, conduct and review an assessment and participate in the moderation activities.

More than three-fourth (74.8%) of the respondents expressed their agreement with the statement which stated that it was allowed to request on assessment decisions whenever the appropriate assessment procedures had not followed or there was evidence of discrimination and/or corruption. Therefore, there is some degree of flexibility regarding request on the assessment decisions.

About forty five (44.9%) of the sample individuals in the study agreed that there was shortage of adequate material resources in CoC for execution of the assessment and certification program. This indicates that the assessment of occupational competence and certification programs has been implemented with scarcity of material resources for effective execution.

Effective assessment requires a high level of technical competence, equipment, material, logistics, and similarity between teaching and set of courses. Significant proportions (60.5%) of the respondents were found to agree that the assessment centres were not well-equipped

with modern and adequate facilities (such as machineries, laboratories, workshops, etc). Thus, in Addis Ababa, the occupational competence assessment has been conducted in those centres at which they are not well-equipped with modern and adequate facilities.

The assessors play a critical role of quality assurance process by making judgments on the candidates' competence and carrying out proper recording of assessment outcomes to facilitate certification program. Assessors are permitted to adapt an assessment instrument to ensure valid and reliable assessment decisions and to meet the special needs of candidates or to ensure equity for the person being assessed. As one interview said:

Before employment, assessors are expected to pass different criteria. However, a huge number of candidates complain on the assessors, like showing rude behaviour to handle candidates even inappropriately disqualifying assessment results. To some extent, there were also some gossips related to corruption and misuse of their power to misconduct the assessment process. (CC 01, June 18, 2014)

The planning and administration of an integrated assessment requires that the assessors identify inter-related activities that will provide sufficient evidence collection opportunities to enable a judgment on competence to be made. According to the interview made with other interviewee qualitative facts by stating: "Within 24 hours, it is allowed to present complain if there are problems related to the assessment process and the assessment results. (FP02, June 4, 2014)

NCTVET (2009:8) states that assessment may be undertaken in the workplace as a part of ongoing or self-paced assessment. Ideally, this assessment in the workplace is preferred as it is most cost effective and represents authentic assessment. Assessors must skilfully plan these assessment activities to minimize disruptions in the workplace. Checks must also be made to ensure that the necessary tools and equipment are available in the workplace to facilitate the development of competence and the conduct of assessment. In relation to accessibility of materials to take over the execution of the assessment centre, 40.9% of the respondents agreed with shortage of materials.

As indicated above, about sixty-one (60.54 %) of the respondents confirmed that Assessment Centers are not equipped with modern and adequate facilities. In addition, as mentioned by one interviewee,

Lack of adequate facilities in assessment centres (such as machineries, laboratories, organized workshop, and well-arranged classrooms and sometimes water and light services were the prominent problems which affected the success of the assessments (FP 03, June 16, 2014).

This situation indicates that lack of adequate facilities is the basic challenge which hinders the effective achievement of occupational assessment and certification program.

In the same view, while conducting the interview, there are some other challenges of OCACP forwarded by most of the interviewees, which have become bottlenecks for effective implementation of occupational assessments as listed the following:

1. Shortage of human, budget and material resources;
2. Shortage of appropriate assessment materials;
3. Weak relationships of CoC with assessment centers and employers;
4. Inefficient assessment administration;
5. Poor standard of the assessment tools;
6. Weak relationships of CoC with assessment centers and employers;
7. Low capacity of CoC to execute assessment and certification activities such as lack of
8. independency of CoC and its inappropriate organizational structure;
9. Inefficient certification system; and
10. poor relevance, which includes;
 - the content and level of what the candidates have been trained TVET was not relevant with the assessment being conducted by the CoC;
 - the skills acquired by graduate in TVET institutions or universities were found to be inadequate to pass the assessment being given by CoC;
11. Absence of consistent and actual time assessment;
12. Centralization of occupational competency assessment and certification centre;
13. Inaccessibility of transportation to move from OCACC to Assessment Centre and to the reverse; and
14. Lack of the occupation standard version to some fields like drafting.

Competence cannot be adequately assessed by written tests of knowledge alone. Attention needs to be paid to the overall system or approach adapted to assessment of the learning outcomes and how this is institutionalized in the curriculum. Southgate (2003) identified the characteristics of an assessment system. The purpose of the assessment must be identified, together with the implications of passing or failing. Regarding the limitations of Addis Ababa CoC, data collected from the graduates, assessors, directors and focal persons of the pre- and post-assessment highlighted major challenges such as:

- i. There are persistent vacancies in some occupations and surpluses in others, which is indicative of the fact that there is little correlation between training and manpower needs i.e. inadequate manpower planning and labor market analysis.
- ii. The existing training curricula are deficient and in many respects do not fully meet industries' requirements.
- iii. The existing education and training system produces students that lack basic skills required for accessing employment, i.e. employability skills which include having the right attitude for the world-of-work.
- iv. There is a need to raise the image and status of CoC for considering as money collection agendas. Vocational training continues to be offered as a second class alternative for students who do not succeed academically, in state-run programs that have been under-resourced. This has led to high "failure rates" in CoC.
- v. There is a need for appropriate institutional infrastructure that would integrate skills development and training with sustainable job creation such as workplace apprenticeships and on-the-job training models.

In summary, the participants (both the respondents and the informants) in the study believe that there are multi-dimensional success stories on the implementation of the occupational competence assessment and certification program which are related to the graduates' achievements, the organizational capacity of the OCACP, and the assessment impacts; mixed attitude towards the implementation of OCACP; and those challenges that emanated from different contexts during the actual implementation of the occupational competence assessment of the Centre of Competence in Addis Ababa.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

The main purpose of the study was to assess the success and challenges of occupational assessment and certification program in city government of Addis Ababa. In order to achieve the purpose of this study, the following basic questions were raised regarding the aforementioned topic.

1. What successes are gained so far from the implementation of occupational assessment and certification programs?
2. What factors are accountable for majority of the candidates not to be yet competent in occupational competency assessment?
3. What are the main challenges that affect Addis Ababa City Administration OCACC assessment and certification activities?

Descriptive method was chosen and used for its appropriateness to the research topic. The samples were assessed graduate, CoC Experts and Assessors. Moreover, Assessment centre focal persons/coordinators, Addis Ababa TVET agency and CoC directors were also included. And different data collection instruments and sample selection methods were employed. Frequency, percentage, and mean were used as instruments for data analysis. Accordingly, the data were tabulated and presented in 10 tables, analyzed and interpreted. And from the data collected and analyzed, the study came up with the following findings.

- I. Regarding to the success achieved during implementation of occupational assessment and certification program as graduate respondents forwarded: OCA was found very important for creating employment opportunity; they deduced that occupational assessment builds one's self confidence and the same situation for their moral strengths as the following three rating total agreement percentages and mean scores in their orders 67% and 3.72, 67% and 3.72, 86.6% and 4.1 respectively which implied that being competent made them to be much more than being demanded in the task force.
- II. In identifying the candidates' weak and strong performance to offer feedbacks for better improvement, occupational assessment and certification program plays a paramount impact for better improvement of the candidates' performance. In addition,

OCACC had created smooth relationships with industries or employers. Therefore, the implementation of occupational competency assessment had a positive contribution in creating linkages with industries in the City Administration of Addis Ababa. However, as shown in Table 4.4 the overall means and ends in Implementation of Occupational Assessment and Certification Program was not successful.

- III. With regard to the factors that are accountable for majority of the candidates not to be yet competent in occupational competency assessment the study has identified that there were not problems in the assessment centers to organize and give orientation to the candidates.
- IV. Most of the respondents found to have feelings of anxiety during occupational assessment. And this feeling has its own negative impact to hinder candidates performance during assessment. For this different assumptions can be drawn. However, lack of orientation before the assessment is the visible problem observed at the Centres.
- V. Majority of the graduate respondents agreed that the quality assurance process of CoC was not valid, reliable and trusted. Hence, such an attitude to the actual practice of CoC may facilitate the failure of the candidates. In line with this, absence of proper arrangements of assessment rooms and laboratories during assessment period in assessment centres was another problem which hinders graduates' achievement.
- VI. The other factor which was accountable for the candidates not to be competent in occupational competency assessment is related with the skill gaps observed during practical assessment. In this regard the findings of the study indicated the presence of the skill gaps due to lack of adequate practical training at industry. In the same way, when the researcher assessed the knowledge gaps, there were also the same problems in lack of adequate training in TVET institutions. This implies that the dual training system requires high attention in order to achieve the desired objectives set by the Occupational Competency Assessment and Certification Center in the City administration of Addis Ababa.
- VII. It was found out that lack of adequate preparation ahead of time for the assessments was found to be another aspect for graduates' poor achievement in occupational assessment and certification process. This might happen due to lack of giving due

attention to the assessment or due to inappropriate environment related to accessibility of facilities to prepare them in practical and theoretical issues.

- VIII. Regarding the effectiveness of organizational structure to conduct the assessment and certification program in the City Government of Addis Ababa, majority (71.2%, mean= 4.09) of assessor and expert respondents reported that the candidates complained about the centralized system of OCACP to be accessible by everyone who want to be assessed. Besides, the findings of the study also points out that occupational competency assessment and certification Centre has been managed soley with interference of top-down order. This indicates that the Agency is not authorized to conduct the assessment freely without intervention of the City Government.
- IX. As the data indicated, majority of the assessor and expert respondents, (74.2%) and (mean value = 4.02) scores, confirmed that professionals at the CoC were not paid attractive salary. Hence, this had negative impact to increase the rate of turnover of professionals; and as most of the sampled individuals, 71.2% and mean value 3.60 in the study agreed, that the involvement of industries in the occupational competency assessment and certification program was not as such encouraging.
- X. Regarding the organizational accessibility of qualified manpower, majority (62.58%, mean = 3.43) of the respondents agree with the lack of qualified and competent human power in COC. The execution of work usually requires integration of a number of competent individuals. It is therefore more efficient, expedient and reasonable to integrate units first for training delivery and also for assessment purposes. An integrated approach to training delivery makes assessment an integrated mode more possible
- XI. On the use of time table to present assessment as scheduled, 60% of graduate respondents as well as 47% of assessor respondents pointed out that in CoC, assessment schedules were not conducted in actual time. Similarly 49% of expert respondents give the same response. Moreover, out of the total respondents, (55%) with mean score (mean=3.87) respectively were found to be in agreement with .the above-stated statement. Therefore, the CoC had problem in discharging assessments to be undertaken on actual time.

- XII. Concerning to the statement whether the certification system of CoC was or not up to the required standards, 40.81 %, and 3.24 mean value of the total respondents confirmed that the certification system was not up to the required level where as 31.97% of them agreed with the standardization of the certification process and submission of assessment information. Accordingly, one may not in a position to reach at a conclusion whether or not the Centre of Competence is up to the standards. Relatively, majority of the respondents, 68.73%, and mean =3.73 scores, reveal that CoC lacks adequate budget and commitment of human power, which were considered as major challenges for the successful implementation of occupational assessment and certification program
- XIII. In relation to assessors' accommodation of candidates' interest'; majority of candidates respondents were agreed with their competence however in open ended questions candidates highly criticized the behaviour of assessors in handling the assessment process. Besides, majority of the respondents agreed with the possibility of requesting compliances during wrong conduct of assessments; especially when one had doubt on his/her result . On the other hand, most of the assessors were found to be with no full confidence in their knowledge and skill on the occupations they were assessing others. Besides, most of them didn't follow the established assessment procedure for the collection of evidences of competence and they we're not treating or handling their candidates equally with ethical manner and some of the assessors had given result by guessing, with personal biasness and in subjective measure.
- XIV. Regarding the availability of adequate material resources in CoC for execution of assessment and certification program was low which means, the data had shown that occupational assessment and certification process has been implemented with scarcity of material resources in the agency.
- XV. Assessment Centres were not well-equipped with modern and adequate facilities (such as machineries, laboratories, workshops, etc). Thus, in Addis Ababa, the occupational competence assessment has been conducted in those centres at which they are not well-equipped with modern and adequate facilities

5.2 Conclusion

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

The major factors that affect graduates competency during OCA process includes: assessors' inconsistency in decision making during assessment implementation; showing miss behavior; assessment methods are not employed properly during assessment process; the nature of the assessors to give feedback and guidance to the assessment process had problems in pre-assessment guidance and post assessment feedbacks; graduates lack preparation to take an assessment ahead of time; lack of psychological readiness/feeling of test anxiety during assessment and weakness of formal training delivery at TVET institutions and industry needs due attention from the concerned bodies.

The use of time table to conduct assessments as scheduled, OCACC had problem in discharging on time. Indeed, most of the graduate respondents had complaints related to actual implementation of an assessment schedules. Therefore, the agency is required to make some correction and adjustment through evaluations of their assesment activities.

Concerning main challenges of OCACC, poor management, lack of qualified and committed human power; lack of awareness among stakeholders, dedicated leader and the inappropriate structural system of the agency; lack adequate budget are considered as an obstacle for the success of the program. Moreover, lack of accredited assessment centers, assessment materials, machineries, workshops, laboratories and lack of vehicles to move from CoC to assessment centers and to the reverse were among some input challenge faced OCACC. These affect the balance of theory and practice in the provision of the assessment process to be implemented as intended in TVET strategy and Directive. Therefore, these are the challenges of providing quality assessment.

In fact, as confirmed by respondents, OCACP had relatively better performance in creating job opportunity, developing one's self confidence, building moral strength, and that was important for graduates to be competent in the labor market. Furthermore, OCA used so as to get occupational competency certificate and it is personally crucial for entrance of higher education, employment opportunity and for promotion in work areas priority than others who are not assessed.

5.3 Recommendations

Based on the analysis and conclusion reached, the following recommendations were forwarded:

1. In assessing the competence of an individual, assessors must use evidence gathering methods that take into account the skills and knowledge that candidate possesses. This may be facilitated through conducting a pre-assessment in which the graduate is allowed to suggest possible sources of evidence of competence. The onus is on the graduate to provide sufficient quality evidence, and on the assessors to request the provision or demonstration of such evidence. A balance of performance and knowledge evidence should be collected and used in making judgments on the individual's competence.
2. Assessors must upgrade their level of Qualification related to training and assessment programs. The skills, knowledge and attitude as an assessor may be developed and demonstrated through participation in professional development; relevant work experience; participation in professional/industry networks; recent planning and review of assessment activities; participation in assessment and validation processes; and also assessors should demonstrate the necessary interpersonal and communication skills required in the assessment process.
3. Regarding the inadequate facilities of assessment centres/sites, OCACC need to make an effort further to find appropriate industry Assessment Centres; should capacitate the available ACs in order to equip them with the necessary assessment materials and should create adequate awareness among relevant stakeholders and beneficiaries including AC coordinators by preparing meetings, symposiums, workshops and using media in order to make them cooperative and in giving real support in the process of assessment and certification program.
4. The demand for a competent and competitive workforce has been increasing both in the domestic and overseas labour markets. OCACC, as the government agency mainly responsible for managing assessment and certification program, has to ensure the availability of qualified and competent skilled workers to meet this demand and to contribute to the economic development of the country. In line of this, it is clear that

high turnover hurts organizations bottom line and may need additional cost to find and train a replacement. As the data indicated, it was found that CoC professionals were not paid attractive salary. Related to this , OCACC highly demands due considerations and adjustments in order to retain professionals through increment of salary, incentives, and promotions by allocating appropriate budgets would be the solution to tackle the problem

5. In relation to the assessment implementation the following recommendations are forwarded: OCACC should enable itself with standardized equipments particularly in assessment tools make the assessments relevant to the sector; create good leadership through training and upgrading; plan the assessment time annually and make good adjustments with actual implementation; create visible and efficient involvement with industries; should evaluate its time management and issuance of certification results on time and find ways to have sustainable sources of adequate financing to meet the increasing demand for occupational assessment and certification process and to respond to the critical skills requirements of industry.
6. Regarding the challenges which hinder capability of OCACC, the organizational structure of CoC should be changed by increasing its capacity of human, financial and material resources; the involvement and support from the stakeholders of CoC in this area can best be enabled through facilitating conditions that would enable them provide resources as much as they could and CoC also need to identify other sources of support in order to effectively and independently implement the Assessment and Certification Program, and once again CoC should be independent of Addis Ababa TVET agency.
7. Finally, further study focussing on the implementation of occupational competency assessment and certification program in the city government of Addis Ababa should be carried out

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የአዲስ አበባ ከተማ አስተዳደር የሙያ ብቃት ምዘናና ማረጋገጫ ማዕከል፤(2004):: የ2004 በጀት ዓመት ዕቅድ አፈጻጸም ሪፖርት. አዲስ አበባ

የአዲስ አበባ ከተማ አስተዳደር የሙያ ብቃት ምዘናና ማረጋገጫ ማዕከል፤ (2005):: የ2005 በጀት ዓመት የ9 ወራት ዕቅድ አፈጻጸም ሪፖርት. አዲስ አበባ

Part Two

2.1 Issues Related to the Factors Which Affect Graduates Occupational Competency

Please give your response by making “√” mark in the box provided to each performance score value using the following rating scales.

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

No	Items	1	2	3	4	5
1	There were not sufficient and appropriate assessment materials in assessment centers					
2	The assessor who assessed me was not yet competent					
3	There are cooperative and committed human power in the assessment centers					
4	Orientation was not given before the assessment					
5	The time allocated for knowledge test is inadequate					
6	The time allocated for practical assessment is inadequate					
7	The quality assurance process of the CoC was not valid, reliable and trusted					
8	I have lack of adequate preparation for the assessments					
9	I believe that the competence assessment lacks secrecy					
10	During assessment assessors offer guidance and thereby provided feedback on weak and strong performance for better improvement					
11	Skill gaps observed during practical assessment indicates that lack of adequate practical training at institutional level					
12	Skill gaps observed during knowledge assessment indicates lack of adequate theoretical training at institutional level					
13	I was in feeling of anxiety during the assessment					
14	I believe that the assessment materials do not match to the unit of competence of occupational standards					
15	There is not proper arrangement of assessment rooms and laboratories during assessment is carried out					
16	Assessors use established methods during assessment					
17	I am quite sure that assessment tools are strongly secured during transfer to assessment centers					

2.2. Success Achieved from Occupational Assessment and Certification Program

Please read each statement carefully and put "√" mark using the following rating scales corresponding to each item

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

No	Items	1	2	3	4	5
1	I personally believe that occupational competency assessment is important for creating employment opportunity					
2	Assessments identify candidates' weak and strong performance and offer feedback for better improvement					
3	Occupational competency assessment builds my self – confidence					
4	The certification center has weak relations with industry					
5	Assessment centers are capable of managing the conduct of assessment properly					
6	My assessment centers maintain the facilities to fulfill with all the requirements prescribed by CoC					
7	It is true that occupational competency assessment is useful for candidates to be competent in the labor market					
8	In my view, the overall assessment means and ends is not successful					
9	I am confident that competency assessment builds my moral strength					
10	I am hopeful that certificates awarded by CoC for competent individuals give priority in employment opportunity, promotion, and entry for higher education					

11. What other success do you have observed that are being achieved from implementation of occupational assessment and certification program

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

2.3 Issues Related to the Challenges Faced on Occupational Assessment and Certification Program

Please give your response by making ‘√’ mark in the box provided to each performance score value using the following rating scales.

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

No	Items	1	2	3	4	5
1	There were no sufficient assessment centers from industry					
2	Assessors made adjustments without compromising quality to accommodate the interests of the beneficiaries (graduates)					
3	CoC experts do not regularly evaluate assessment and certification activities for better improvement					
4	I was allowed to request on assessment decision whenever the appropriate assessment procedures have-not followed or if there was evidence of discrimination or / and corruption					
5	I was not helped to prepare ahead of time					
6	The organizational structure of CoC was not appropriate to effectively implement the assessment and certification programs					
7	The assessment fee was not fair to be assessed again and again					
8	Inadequate cooperative training at industry causes us to be not yet competent					
9	shortage of adequate material resources in CoC for execution of the assessment and certification programs					
10	The organization lacks qualified and competent human power in CoC					
11	Assessment schedules were conducted in actual time when I take the assessment					
12	The certification system of CoC was not up to the required standard					
13	The assessment centers equipped with modern and adequate facilities and equipments (such as machines, computers etc)					
14	lack of adequate budget and lack of commitment of concerned bodies are considered as major challenges in OCACC					

15. List other challenges which hinder the effective implementation of assessment and certification programs in relation to meet its objectives

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

16. What solutions do you recommend to carve/ solve such challenges?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Please go back and ensure that you have completely responded to all of the questions

Thank you!

ክፍል ሁለት

2.1 የሚከተሉት ጥያቄዎች የሙያ ብቃት ተመዘኞችን ብቁ እንዳይሆኑ የሚያደርጉ ምክንያቶችን/ዕክሎችን ለመዳሰስ ታስበው የተዘጋጁ ናቸው።

እባክዎን ከሚከተሉት አማራጭ የመለኪያ መስፈርቶች መካከል ትክክለኛ መልስ ይሆናል ብለው የሚያስበውን የ "✓" ምልክት በማድረግ ያመልክቱ።

1=በጣም አስማማለሁ 2=አስማማለሁ 3=አልዎስንኩም 4=አልስማማም 5=ጨርሶ አልስማማም

ተ.ቁ	ጥያቄዎች	1	2	3	4	5
1	እኔ በተመዘንኩበት የምዘና ማዕከል በቂና ተገቢ የሆኑ የመመዘኛ መሳሪያዎች አይገኙም					
2	እኔን የመዘነኝ መዘኝ የመዘኝነትን ብቃት አለው ብዬ አላምንም					
3	በምዘና ማዕከል ተባባሪና በቁርጠነት የሚያገለግል የሰው ሃይል ይገኛል					
4	ከምዘና በፊት ስለ ምዘናው ሁኔታ በቂ ማብራሪያ አይሰጥም					
5	የንድፈ ሐሳብ ምዘና ለመመዘን የተቀመጠው ጊዜ በቂ አይደለም					
6	የተግባር ምዘና ለመመዘን የተቀመጠው ጊዜ በቂ አይደለም					
7	የሞያ ብቃትን ለማረጋገጥ የሚደረጉ እንቅስቃሴዎች በሙሉ ተጨባጭ፣ አስተማማኝና አስደሳች አይደሉም					
8	ለመመዘን በቂ ዝግጅት አላደረኩም					
9	የብቃት ማረጋገጫ ምዘና ሚስጥራዊነቱ (ደህንነቱ) የተጠበቀ አይደለም					
10	በምዘና ወቅት መዘኙ ጠንካራና ደካማ ጎኖችን በመለየት ግልጽ ጥቆማ አይሰጥም					
11	የክህሎት ብቃት ክፍተት መኖሩ በኢንዱስትሪው በቂ የተግባር ስልጠና እንደሌለ ያሳያል					
12	የዕውቀት ክፍተት መኖሩ በማሰልጠኛ ተቋማት በቂ የንድፈ ሃሳብ ስልጠና እንደሌለ ይጠቁማል					
13	በምዘና ወቅት ፍርሃት እና ጭንቀት ይሰማኛል					
14	ለምዘና የሚውሉት የምዘና ቁሳቁሶች ደረጃቸውን የጠበቁ አይደሉም					
15	የምዘና ክፍሎችና የላብራቶሪ መሳሪያዎች በተደራጀ ሁኔታ አይገኙም					
16	መዘኙ በምዘና ወቅት የምዘና መመሪያዎችን አይተገብርም					
17	የምዘና መሳሪያዎች ወደ ምዘና ማዕከል ሲንቀሳቀሱ ደህንነታቸው የተጠበቀ ነው ብዬ አምናለሁ					

2.2. የሚከተሉት ጥያቄዎች የሞያ ምዘና እና ማረጋገጫ ትግበራ በመደረጉ የተገኙ ውጤቶችን የሚዳስሱ ይሆናል።

እባክዎን እያነዳነዱን አረፍተ ነገር በጥንቃቄ በማንብብ ከሚከተሉት አማራጭ መልሶች መካከል ትክክለኛ መልስ ይሆናል የሚሉትን የ "√" ምልክት በማድረግ ትክክለኛ መልስ ይስጡ።

1=በጣም እስማማለሁ 2=እስማማለሁ 3=አልዎስንኩም 4=አልስማማም 5=ጨርሶ አልስማማም

ተ.ቁ	ጥያቄዎች	1	2	3	4	5
1	የሙያ ምዘና የስራ ዕድል ለመፍጠር ጠቃሚ ነው					
2	ምዘናው ደካማና ጠንካራና ጎንን በመጠቀም የማሻሻያ ግብረመልስ ይሰጣል የሚል እምነት አለኝ					
3	የሙያ ምዘናው በራስ መተማመንን ፈጥሮልኛል					
4	የሙያ ምዘና ማዕከሉ ከኢንዱስትሪው ጋር የጠበቀ ግንኙነት የለውም					
5	የሙያ ምዘና ማዕከሉ የምዘናውን ስርአት የማስጠበቅ ብቃት አለው					
6	የምዘና ማዕከሉ የሙያ ምዘና ደረጃ የሚጠይቀውን ሁሉ ያሟላል					
7	የሙያ ምዘና እና ማረጋገጫ ስርአቱ ብቃት ያለው ሰራተኛን ለመፍጠር ጠቃሚታው የሳላ ነው					
8	የምዘና ስርአቱ እና አጠቃላይ ግቡ ውጤታማ አይደለም					
9	የሙያ ምዘና የተመዘኑን ሞራል ያጠነክራል					
10	ብቁ ለሆኑ ተመዘኞች የሚሰጠው የምስክር ወረቀት ለቅጥር፣ ለስራ እድገትና ለከፍተኛ ትምህርት መግቢያ ምዘና ካልዎሰዱት በተሻለ ተጠቃሚ ያደርጋል					

11. በሞያ ምዘናና ማረጋገጫ ፕሮግራም አፈጻጸም ትግበራ ሂደት ዙሪያ ሌሎች ተገኝ የሚሉ አቸው ውጤቶች ካሉ ከዚህ በታች በተሰጠው ክፍት ቦታ በዝርዝር ይጻፉ

- ሀ)-----
- ለ)-----
- ሐ)-----
- መ)-----
- ሠ)-----

2.3 የሚከተሉት ጥያቄዎች ከሞያ ምዘናና ማረጋገጫ አፈጻጸም ፕሮግራም ጋር በተገናኘ ሊያጋጥሙ የሚችሉ ተግዳሮቶችን የመለከታል።

እባክዎን ከሚከተሉት የመለኪያ መስፈርቶች መካከል ትክክለኛ መልስ ይሆናል የሚሉትን የ "✓" ምልክት በማድረግ ትክክለኛ መልስ ይስጡ።

1=በጣም እስማማለሁ 2=እስማማለሁ 3= አልሞስንኩም 4=አልስማማም 5=ጨርሶ አልስማማም

ተ.ቁ	ጥያቄዎች	1	2	3	4	5
1	በኢንዱስትሪው በኩል በቂ የምዘና ማዕከላት ይገኛሉ					
2	መዛኙ የተመዘኙን ፍላጎት እና ጥቅም ለማስጠበቅ ሲል የምዘና ጥራትን ሳያዛባ በምዘና ቁሳቁሶች ላይ የራሱን ማስተካከያ ያደርጋል					
3	የምዘና ማረጋገጫ ባለሙያዎች ወጥነት ባለው መልኩ በየጊዜው ግምገማና ማሻሻያ አያደርጉም					
4	በምዘና ትግበራ ሂደቱ ዙሪያ ብልሹ አሰራር ሲከሰት የመጠየቅ/ ቅሬታ የማቅረብ መብቱ የተጠበቀ ነው					
5	ምዘና ከመውሰዱ በፊት ከምዘና ማዕከሉ በቂ ዝግጅት እንዳደርግ ምንም አይነት እገዛ አልተደረገልኝም					
6	የምዘና እና የሞያ ማረጋገጫ ማዕከሉ የተሟላ መዋቅርና አደረጃጀት የለውም					
7	የሙያ ምዘና ማረጋገጫ ክፍያው ፍትሃዊ አይደለም					
8	ከኢንዱስትሪው ጋር የሚደረገው በቂ ያልሆነ የትብብር ስልጠና ለመውደቁ ምክንያት ነው ብዬ አምናለሁ					
9	በምዘና ወቅት በቂ የሆነ የፈተና ቁሳቁስ አቅርቦት ውስንነት ይታያል					
10	የሙያ ምዘና እና ማረጋገጫ ማክል በቂ የትምህርት ደረጃውን የሚያሟላ እንዲሁም ብቁ የሆነ የሰው ሃይል የለውም					
11	የሙያ ምዘና የጊዜ ሰሌዳ ተጨባጭ እና ጊዜን ያገናዘበ አይደለም					
12	የሙያ ምዘናና ማረጋገጫ ማእከሉ አስፈላጊውን ደረጃ አያሟላም					
13	የተመዘኙበት የምዘና ማዕከል ዘመናዊና በቂ የምዘና ቁሳቁሶችን አያሟላም					
14	የበጀት እጥረት እና የቁርጠኝነት ማነስ የሞያ ምዘና እና ማረጋገጫ ዋነኛ ተግዳሮቶች ተደርገው ሊወሰዱ ይችላሉ					

15. የምዘና ሂደቱን ውጤታማ እንዳይሆን እና የሚያደርጉ ሌሎች ተግዳሮቶች ካሉ በዝርዝር ይጻፉ

- ሀ)-----
- ለ)-----
- ሐ)-----
- መ)-----
- ሠ)-----

16. ለእነዚህ ተግዳሮቶች /ችግሮች መፍትሄ ይሆናሉ የሚሉአቸውን ሃሳቦች በዝርዝር ይጻፉ

- ሀ)-----
- ለ)-----
- ሐ)-----
- መ)-----
- ሠ)-----

እባክዎን ወደ ኋላ ተመልሰው ሁሉም ጥያቄዎች በትክክል መሞላታቸውን ያረጋግጡ

አመሰግናለሁ!

Appendix C
Addis Ababa University
College of Education and Behavioural Studies
School of Graduate Studies
Department of Educational Planning and Management
Questionnaires to be Filled by Assessors

Dear Respondents!

The questionnaire is designed to assess the implementation of occupational assessment and certification program in Addis Ababa city Administration. Your genuine, frank and timely responses are indispensable and determine the success of this study. The confidentiality of your response will strictly be held and no in way it affects you personally or organizationally. The questionnaire has two parts. The first is about general background information of the respondents whereas the second is about the implementation of assessment and certification programs. I would like to express my heartfelt thanks and appreciation for your time and sincere cooperation to fill this questionnaire

Direction

- You are not required to write your name
- Put the Symbol “√” in the space corresponding to each item
- Please choose the most appropriate one among the alternatives provided
- You are expected to respond to all the items presented

Part One

Background Information

1. Gender: a) Male b) Female
2. Age: a) 20 years and below b) 21 – 25 c) 26 – 30
d) 31- 35 e) 36 years and above
- 3) Educational Level:
- a) Below Certificate d. BA/BS
- b) Certificate e. MA/MSc
- c) College Diploma f) PhD
4. Years of service: a) 0- 4 c) 10- 19 d) 15-19
b) 5-9 e) 20 years and above

Part Two

2.1. Issues Related to the Factors Which Affect Graduates Occupational competency

Please give your response by making ‘√’ mark in the box provided to each performance score value using the following rating scales.

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

No	Items	1	2	3	4	5
1	There are not sufficient and appropriate assessment materials in the assessment centers					
2	There were not proper arrangement of assessment rooms and laboratories during the conduct of the assessment					
3	Proper administration of CoC in administering the assessment and certification program					
4	The assessment centers has cooperative and committed human power					
5	Relevance of the assessment tools to the occupational standards (OS)					
6	Candidates were satisfied by assessment and certification activities					
7	Candidates do not know clearly the occupational standards of their occupation					
8	Skill gaps observed during knowledge assessment indicates lack of adequate theoretical training at institution level.					
9	Skill gaps observed during practical assessment indicates lack of adequate practical training at institution level					
10	There was absence of orientation for candidates before the assessment.					
11	candidates' feeling of anxiety during the assessment					
12	Candidates preparation for competency assessment and certification was inefficient					
13	I do not use established methods for the collection of evidence of competence					
14	during assessment I do not offer guidance and thereby provided feedback on weak and strong performance of candidates for better improvement					
15	The quality assurance process was not valid, reliable and hence trusted					
16	Pilot tests were made before scale implementation of the assessment tools for assessment					

2.2. Issues on the Success Achieved from Competency Assessment and Certification Program

Please read each statement carefully and put "√" below the number of your response for each statement using the following rating scales:

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

No	Items	1	2	3	4	5
1	The assessment program increases the opportunity of creating qualified and competent Work force responsive to the labor market demand					
2	Assessments identify candidates' weak and strong performance and offer feedback for better improvement					
3	TVET centers are encouraged to train their students according to the required labor market demand based on the occupational standards					
4	Occupational assessment is useful for candidates to join the world of work					
5	CoC has established strong relations with _____					
6	Assessment centers are capable of managing the conduct of assessment					
7	assessment Centers maintain the facilities to fulfill with all the requirements prescribed by CoC					
8	Occupational assessment enables one employer to recruit competent professional					
9	The overall assessment means and ends is not successful					
10	Industries create an opportunity to apply theories and principles learnt in one area					
11	Certificates awarded by CoC for competent individuals were valued as criteria to give priority in employment opportunity, promotion, and entry for higher education					

12. What other success do you have observed from implementation of occupational assessment and certification program?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

2.3. Issues Related to the Challenges Faced on Occupational Assessment and Certification Program

Please give your response by making ‘√’ mark in the box provided to each performance score value using the following rating scales.

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

No	Items	1	2	3	4	5
1	There were no sufficient assessment centers from industry					
2	The certification system of CoC was not up to the required standard					
3	As an assessor I have relevant experiences and knowledge of the occupation being assessed					
4	As an assessor I make adjustments without compromising the assessment quality to accommodate the interests of the candidates					
5	CoC experts do not regularly evaluate assessment and certification activities for better improvement					
6	The assessment fee was not fair for a candidate to be assessed again and again					
7	The organizational structure of CoC was not efficient to effectively implement the assessment and certification programs					
8	There is lack of adequate financial resources in CoC for execution of the assessment and certification programs					
9	Shortage of adequate material resources in CoC for execution of the assessment and certification programs was visible					
10	The assessment tools were standardized					
11	The conduct of the assessment shall be governed and guided by the rules and regulations issued					
12	The CoC was not free and independent in executing its assessment and certification programs					
13	Assessment schedules did not take place in actual time					
14	There is lack of qualified and competent human power in CoC					
15	The industry involvement in the assessment system was not encouraging					
16	The payment paid for professionals in CoC was not satisfactory					
17	lack of adequate budget and lack of commitment of concerned bodies are considered as major challenges in OCACC					

18. List the Challenges which hinder the effective implementation of assessment and certification programs in relation to meet its objectives

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

19. What solutions do you recommend to curb such challenges?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Please go back and ensure that you have completely responded to all of the questions

Thank you!

Part Two

2.1. Issues about the Factors Which Affect Graduates Competency

Please give your response by making “√” mark in the box provided to each performance score value using the following rating scales.

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

NO	Items	1	2	3	4	5
1	There were not sufficient and appropriate assessment materials in assessment centers					
2	Candidates were allowed to request an assessment decisions whenever the appropriate assessment procedures have-not followed or if there was discrimination or /corruption					
3	proper administration of CoC in administering the assessment and certification program					
4	There are cooperative and committed human power in assessment centers					
5	Relevance of the assessment tools to the occupational standards (OS)					
6	The candidates are psychologically ready during an assessment					
7	Candidates are prepared for their assessment ahead of time					
8	Skill gaps observed during knowledge assessment indicates lack of adequate theoretical training at institutional level					
9	Skill gaps observed during practical assessment indicates lack of adequate practical training at industry level					
10	Assessment tools are strongly secured during transfer to assessment center					
11	During assessment the assessors offered guidance and thereby provided feedback on weak and strong performance of graduates for better improvement					
12	Assessors do not use established methods for the collection of evidence of competence					
13	As a supervisor assigned at assessment centers I was highly motivated to follow up the overall activities of the assessment					
14	I regularly evaluate assessment and certification activities for better improvement					
15	Pilot tests were made before scale implementation of the assessment tools for assessment					

2.2. Issues Related to the Success Achieved from Occupational Assessment and Certification Program

Please read each statement carefully and put "√" below the number of your response for each statement using the following rating scales

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

No	Items	1	2	3	4	5
1	Increase the opportunity of creating qualified and competent Work force responsive to the labor market demand					
2	Identified candidates' weak and strong performance and offered feedback for better improvement					
3	The extent to which CoC has achieved its objectives in implementation of assessment and certification programs					
4	Occupational assessment is useful for candidates to join the world of work					
5	Assessment centers are capable of managing the conduct of assessment					
6	Competency assessment enabled one employers to recruit competency professional					
7	Competency assessment is useful for national development					
8	Opportunity for industries to apply theories and principles learnt in one area					
9	The number of candidates are increasing from time to time hence, the OCACC capable to cop-up with the number					
10	CoC has established strong relations with industries					
11	Certificates awarded by CoC for competent individuals were valued as criteria to give priority in employment opportunity, promotion, and entry for higher education					

12. What other success do you have observed from implementation of occupational assessment and certification program?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

2.3 Issues Related to the Challenges Faced From Competency Assessment and Certification Programs

For each of the following statements please mark the level of your agreements by “√” mark in the box corresponding to each item to indicate your response using the following rating scales

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

No	Items	1	2	3	4	5
1	There were no sufficient assessment centers from industry					
2	The certification system of CoC was not up- to the required standard					
3	Assessors do not have relevant experiences and knowledge of the occupation being assessed					
4	Assessors can make allowable adjustments without compromising quality to accommodate the interests of the beneficiaries (graduates)					
5	As an expert I regularly evaluate assessment and certification activities for better improvement					
6	The assessment fee was not fair for a candidate to be assessed again and again					
7	Inadequate training at industries causes for candidates to be not yet competent					
8	The organizational structure of CoC was not appropriate to effectively implement the assessment and certification programs					
9	There was not encouragement of CoC to stakeholders in order to get real support and contribution					
10	The CoC was not free and independent in executing its assessment and certification programs					
11	lack of qualified and competent human power in CoC					
12	The industry involvement in the assessment system was not encouraging					
13	The payment paid for professionals in CoC was not satisfactory					
14	Shortage of adequate material resources in CoC for execution of the assessment and certification programs was visible					
15	lack of adequate budget and lack of commitment of concerned bodies are major challenges in OCACC					
16	Lack of adequate financial resources in CoC for execution of the assessment and certification programs					
17	The assessment centers were not equipped with modern and adequate facilities and equipments (such as machines, computers etc)					

18. List the challenges which you think hinder the effective implementation of assessment and certification programs in relation to meet its objectives

- A. _____
- B. _____
- C. _____
- D. _____

19. What solutions do you recommend to curve such challenges?

- A. _____
- B. _____
- C. _____
- D. _____

Please go back and ensure that you have completely responded to all of the questions

Thank you!

Appendix E
Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Interview Guide Questions for Directors and Focal Persons/ Assessment Center
Coordinators

Background information

Qualification _____ **Sex.** _____

Work experience _____

Questions on implementation of occupational assessment and Certification Program

1. How do you evaluate/judge the general support of the CoC leadership and management in facilitating the implementation of Occupational Assessment and Certification Program? and what are the contribution of Assessment and Certification Pprogram towards graduates?
2. How do you describe the adequate and effective involvement of the different stakeholders like Assessment Centers, graduates, employers, NGOs, and the community in implementing Occupational Assessment and Certification Program?
3. What are the factors which hinder graduates to be “not yet competent”?
4. How do you explain the efforts made by CoC to make the following components of OACP responsive to the effective implementation of the program?
 - Assessors
 - Assessment centers
 - Assessment tools
5. What challenges /problems have you observed that negatively affect the quality, relevance, and effectiveness of the current assessment and certification program in the city? Regarding:
 - ✚ Having assessment centers with full capacity for assessment
 - ✚ The availability of effective assessors as required by the CoC directives
 - ✚ The assessment administration activities of CoC
 - ✚ Effectiveness of the awareness creation and the relationship between the CoC and its stakeholders and beneficiaries

- ✚ Availability of standards, relevant, and effective assessment tools for all occupation
- ✚ The effectiveness of certification System
- ✚ The financial, material and human resources of CoC
- ✚ The organizational structure of CoC in the City

6.What do you suggest as solution to these problems?

7.What do you think about the success achieved by Addis Ababa CoC in implementing Occupational Assessment and Certification Program?

What additional ideas you like to add regarding the implementation of occupational assessment and certification program?

Declaration

I the undersigned, declare that, “Implementation of occupational Assessment and Certification Program in City Government of Addis Ababa: Success and challenges” is my original work, has not been submitted for any other person for the award of the M.A degree in any other university /institution.

Habte Terefe

Signature_____

Date_____

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

Wossenu Yimam (PhD)

Signature_____

Advisor

Date_____

College of Education and Behavioral Studies