

Higher Education and Training Accreditation Strategy - Ethiopia



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Ministry of science and higher education

Preface



Ethiopian Higher Education and Training Accreditation Strategy (EHETAS) is developed as one of the guiding documents for higher education as well as Technical and Vocational Education and Training Institutions (TVETIs) in Ethiopia to enhance the achievements of relevance and quality through improving inputs, processes, outputs and impacts on the education and training service of the nation.

The Strategy aims at promoting the linkages, partnerships and cooperation among all stakeholders acting to promote the education and training system of the country through enhancing the effective implementation of development initiatives on education and training programs.

Today, in many parts of the world, higher education and training institutions make use of accreditation as a system for the independent, third-party evaluation of a compliance assessment against recognized standards. Indeed, accredited institutions have a better chance to build public confidence on their education and training services. Thus, the response of labor market to graduates and trainees has a likelihood edge with all potential competition.

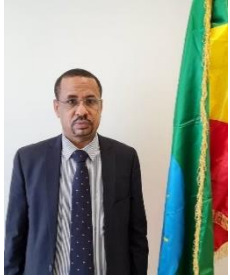
In Ethiopia, the system of accreditation for higher education and TVETIs was not effective. Consequently, program and institutional accreditation have not been in place. As part of the sector reform actions, the Ministry of Science and Higher Education set the National Steering and Technical Committee and charged members to draft the Accreditation Strategy. The committee conducted various stakeholder workshops to refine the original draft document. After incorporating comments received during the final Validation Workshop conducted at Africa Leadership Excellence Academy on September 23-24, 2021, the Accreditation Strategy was endorsed by the Ministry of Science and Higher Education for execution as of September 28, 2021.

It is anticipated that this Accreditation Strategy will be used as a reference document by all stakeholders to ensure a credible system of accreditation in Ethiopia for Higher Education and TVET.



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Forward



The issue of quality in higher education has been at the center of the contemporary policy debates at national, regional, and international levels. Assuring and enhancing quality in higher education institutions require establishing legal and policy frameworks, regulatory bodies, structures, and incentives as well as the involvement and commitment of actors at all levels. Accreditation is one of the regulatory arrangements used to determine and assure quality of higher education institutions or study programs. It also serves as a policy and legal enforcement system to ensure comparable national and international standards and quality of training institutions and study programs as well as mobility of students within and across countries.

In Ethiopia, higher education is envisioned to play critical role in accelerating human development and technological capacity building and ensuring its sustainability. To that effect, various higher education reform initiatives have been designed and implemented over the past years with the intention to transform the higher education system and ensure that it meets the country's needs of quality human resource, innovation, and technological capability.

It is known that encouraging achievements have been registered in terms of improving access to higher education through rapid institutional and enrolment expansion across the nation. However, there are still unresolved issues of quality and relevance in the higher education and training system of the country. The rapid institutional and enrolment expansion pose a challenge to the quality and relevance of education provided by institutions. Evidence from several studies and government documents suggest that most reform initiatives generate relatively small effects on quality improvement. Such persistent challenges of ensuring quality are attributed to lack of strong and functional national accreditation system in the higher education and training landscape of the country. Thus, necessitates for the development and implementation of robust, rigorous, and independent higher education and training accreditation system at national level.

The present higher education and training accreditation strategy document is prepared to bridge the gap in safeguarding the quality and relevance of higher education and training institutions and study programs at national level. Unlike the existing practice, this accreditation strategy covers both public and private higher education and training providers in the country. Representative from public and private universities, Polytechnique colleges, and other relevant government and non-organizations participated in enriching and validating the draft document in two consecutive workshops. Finally, all actors should make concerted efforts and commitment for the effective implementation of this strategy.

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Terms and definitions

Accessibility: usability of a product, service, environment, or facility by people within the widest range of capabilities [Source: ES ISO 21001:2020, 3.38].

Accreditation: a quality assurance process that training institutions, colleges, universities or programs undergo to confirm that they meet a strict and recognized set of service and operational standards. Accreditation is a peer-review process which is assessed by accrediting body that have been created specifically to review education institutions and programs.

Assessment: A general term that embraces all methods used to judge the performance of an individual, group or organization.

Audit: systematic, independent and documented process for obtaining evidence and evaluating it objectively to determine the extent to which the audit criteria are fulfilled. It can be an internal audit (first party) or an external audit (second party or third party), and it can be a combined audit (combining two or more disciplines). An internal audit is conducted by the organization itself or by an external party on its behalf [Source: ES ISO 21001:2020, 3.17, modified].

Beneficiary: person or group of people benefiting from the products and services of an educational institution and whom the educational institution is obliged to serve by virtue of its mission [Source: ES ISO 21001:2020, 3.26, modified].

Competence: ability to apply knowledge, skill and attitude to achieve intended results [Source: ES ISO 21001:2020, 3.10, modified].

Conformity: fulfillment of a requirement [Source: ES ISO 21001:2020, 3.18].

Continual improvement: recurring activity to enhance performance [Source: ES ISO 21001:2020, 3.21].

Corrective action: action to eliminate the cause of nonconformity and to prevent recurrence [Source: ES ISO 21001:2020, 3.20].

Council: means the Regional State/National Registration Council, and/or National Accreditation Council for higher education and TVET.

Course: distinct set of teaching and learning activities, designed to meet defined learning objectives or learning outcomes. A course is sometimes referred to as a credit-unit or a subject [Source: ES ISO 21001:2020, 3.33].

Curriculum: documented information of what, why, how and how well learners should learn in a systematic and intentional way. A curriculum can include, but is not limited to, the learning aims or objectives, content, learning outcomes, teaching and learning methods,

performance indicators, assessment methods or research plan that are related to learning. It can also be referred to as a competence profile, competence referential, study program or teaching plan. [Source: ES ISO 21001:2020, 3.28, modified].

Decision: conclusion, based on the results of review that fulfillment of specified requirements has or has not been demonstrated [Source: ES ISO/IEC 17000:2020].

Digital Literacy: shall mean the ability to use information and communication technologies to find, understand, evaluate, create, and communicate digital information, an ability that requires cognitive, affective and technical skills.

Documented information: information required to be controlled and maintained by an organization and the medium on which it is contained [Source: ES ISO 21001:2020, 3.11].

Educational product: learning resource tangible or intangible goods used in pedagogical support of an educational service. Educational products can be either physical or digital and can include textbooks, workbooks, worksheets, syllabi, teachers' materials, manipulatives (e.g. blocks, beads), flashcards, educator workshops, non-fiction books, posters, educational games, applications, websites, software, online courses, activity books, graphic novels, reference books, DVDs, CDs, magazines and periodicals, study guides, educator guides, laboratories, models, movies, television shows, webcasts, podcasts, maps and atlases, standards, technical specifications and case studies. Educational products can be produced by any party, including learners [Source: ES ISO 21001:2020, 3.24, modified].

Educational service: process that supports acquisition and development of learners' competence through teaching, learning or research [Source: ES ISO 21001:2020, 3.23].

Educator: person who performs teaching activities. In different contexts, an educator is sometimes referred to as teacher, trainer, coach, facilitator, tutor, consultant, instructor, lecturer or mentor [Source: ES ISO 21001:2020, 3.27].

Effectiveness: extent to which planned activities are realized and planned results achieved [Source: ES ISO 21001:2020, 3.6].

Enhancement: Enhancement is a process of augmentation or improvement in input, process and output as intended.

Government: means the Federal Democratic Republic of Ethiopia.

Higher Education: a system of education that comes after secondary education and conducts undergraduate & graduate programs that enable the acquiring of advanced academic and professional knowledge, skill, ethics and competencies [higher education proclamation 1152/2019] .

Inspection: examination of an object of conformity assessment and determination of its conformity with detailed requirements or, on the basis of professional judgment, with general requirements [Source: ES ISO/IEC 17000:2020].

Institution: any institution engaged in provision of formal, non-formal and informal education and training.

Institutional Competency Assessment: refers to institutional competency assessment(s) of trainees administered by TVET institutions to ensure promotion of trainees from one level to the next level.

Interested party: stakeholder, person or organization that can affect, be affected by, or perceive itself to be affected by a decision or activity [Source: ES ISO 21001:2020, 3.2].

Knowledge: facts, information, principles or understanding acquired through experience, research or education [Source: ES ISO 21001:2020, 3.42].

Learner: beneficiary acquiring and developing competencies using an educational service [Source: ES ISO 21001:2020, 3.25].

Lifelong learning: provision or use of learning opportunities throughout people's lives in order to foster their continuous development [Source: ES ISO 21001:2020, 3.40].

Management system: set of interrelated or interacting elements of an organization to establish policies and objectives and processes to achieve those objectives [Source: ES ISO 21001:2020, 3.4].

Measurement: process to determine a value [Source: ES ISO 21001:2020, 3.16].

Mission: reason for being, mandate and scope of an organization, translated into the context in which it operates [Source: ES ISO 21001:2020, 3.31].

Monitoring: determining the status of a system, a process or an activity. To determine the status, there may be a need to check, supervise or critically observe [Source: ES ISO 21001:2020, 3.15, modified].

National Occupational Competency Assessment: refers to the mode of assessment administered by industry to ensure whether the trainees are fit to the world of work.

Nonconformity: non-fulfilment of a requirement [Source: ES ISO 21001:2020, 3.19].

Non-governmental training institution: includes all technical and vocational education and training institutions that are owned and operated by private or non-government organizations.

Objective: result to be achieved [Source: ES ISO 21001:2020, 3.8].

Occupational competence: means the possession and application of knowledge, skills and attitudes to the standard of performance required in the workplace.

Occupational Standard: shall mean a standard defined by experts from the world of work indicating the competencies that a person shall possess to be able to productively perform in the world of work.

Organization: person or group of people that have their own functions with responsibilities, authorities and relationships to achieve its objectives [Source: ES ISO 21001:2020, 3.1].

Outcome-based assessment: means a modality of assessment through which the competence of a candidate is evaluated without considering as to how, when and where the skill has been acquired.

Outcome-based education: is an educational process that focuses on what students are expected to know, do or the quality they should develop. It means starting with a clear picture of what is important for the students to be able to do, then organizing the curriculum, instruction and assessment to make sure that learning ultimately happens (Spady 1994).

Outsource (verb): make an arrangement where an external organization performs part of an organization's functions or processes [Source: ES ISO 21001:2020, 3.14].

Pathways: shall mean vertical and horizontal mobility of learners between TVET occupations or among TVET and other technical or academic educational streams.

Peer assessment: assessment of a body against specified requirements by representatives of other bodies [Source: ES ISO/IEC 17000:2020].

Performance: measurable results. It can relate either to quantitative or qualitative findings. It can also be related to the management of activities, processes, products (including services), systems or organizations [Source: ES ISO 21001:2020, 3.13, modified].

Person: individual human being, a natural person, who acts as a distinct and indivisible entity [Source: ES ISO 21001:2020, 3.35].

Policy: intentions and directions of an organization to guide decisions and to achieve rational outcomes in a given sector. A policy is a statement of intent and is implemented as a procedure or protocol in a system [Source: ES ISO 21001:2020, 3.7, modified].

Process: set of interrelated or interacting activities that transform inputs into output [Source: ES ISO 21001:2020, 3.12].

Program: consistent set of courses designed to meet defined learning objectives or learning outcomes and leading to recognition. Recognition can take the form of a degree, a certificate of completion, participation or achievement, a badge, diploma or other forms [Source: ES ISO 21001:2020, 3.34, modified].

Quality Assurance: Planned and systematic review process of an institution or program to determine that acceptable standards are met.

Quality Improvement: The expectation that an institution will have in place a plan to monitor and improve the quality of its programs. In most cases, quality assurance and accrediting entities require that established procedures ensure that this is an ongoing process.

Quality: shall mean fitness to the intended purpose and involves four dimensions including: accountability, transformation, exceptionality and purpose. It refers to the cognitive, effective and sensory progress that occurs as a consequence of the learning process.

Recognition: Acknowledgment that an accrediting organization meets or surpasses standards set by the entity conducting the recognition review.

Regional state: means any regional state referred to in Article 47 (1) of the Constitution of the Federal Democratic Republic of Ethiopia and includes the Addis Ababa and Dire Dawa City administrations.

Relevance: shall mean the degree to which the training provided is aligned with all stakeholders' needs and labor market demands.

Requirement: need or expectation that is stated, generally implied or obligatory [Source: ES ISO 21001:2020, 3.3].

Risk: effect of uncertainty. An effect is a deviation from the expected — positive or negative [Source: ES ISO 21001:2020, 3.9, modified].

Self-assessment report: is a self-review report generated by an internal quality assurance unit of the organization in line with the set national standards submitted to the accrediting body for purposes of institutional/program accreditation.

Skill: set of know-how that allows a person to master an activity and succeed in accomplishing a task. Skill can be cognitive, emotional, social or psychomotor [Source: ES ISO 21001:2020, 3.41].

Social responsibility: refers to the responsibility of an organization for the impacts of its decisions and activities on society and the environment, through transparent and ethical behavior that:

- contributes to sustainable development, including health and the welfare of society;
- takes into account the expectations of interested parties;
- is in compliance with applicable law and consistent with international norms of behavior; and
- is integrated throughout the organization and practiced in its relationships

Activities include products, services and processes. Relationships refer to an organization's activities within its sphere of influence. The word “stakeholders” has been replaced by “interested parties”. [Source: ES ISO 21001:2020, 3.29, modified].

Staff: persons who work for and within an organization [Source: ES ISO 21001:2020, 3.36].

Stakeholders: means those that play vital role in higher education and TVET systems and includes government organs, training institutions, enterprises, members of the civil society organs and other similar organs. Stakeholders impact the system and they intern get impacted by it.

Standards: The level of requirements and conditions that must be met by institutions or programs to be accredited or certified by a quality assurance or accrediting agency.

Strategy: plan or mechanism to accomplish the institution's mission and achieve the institution's vision [Source: ES ISO 21001:2020, 3.32, modified].

Teaching: working with learners to assist and support them with learning. Working with learners implies designing, leading and following up learning activities. Teaching can combine different roles: content delivery, facilitation, mentorship, community building and, to a certain extent, counseling and academic guidance [Source: ES ISO 21001:2020, 3.39, modified].

Top management: person or group of people who direct and control an organization at the highest level. Top management has the power to delegate authority and provide resources within the organization [Source: ES ISO 21001:2020, 3.5].

Trainee: means an individual who participates in a technical and vocational education and training.

Training institution: means a public, private or nongovernmental institution engaged in the provision of technical and vocational education and training program.

TVET: shall mean the sector in which education and training in different occupations are delivered employing formal and non-formal modalities to prepare trainees for the world of work and higher education by equipping them with knowledge, skills and professional ethics and ensuring competence through occupational assessment.

Usability: extent to which a product, service, environment or facility can be used by specified users to achieve specified goals with effectiveness, efficiency and satisfaction in a specified context of use [Source: ES ISO 21001:2020, 3.37].

Validation: confirmation through the provision of objective evidence, that the requirements for a specific intended use or application have been fulfilled [Source: ES ISO 21001:2020, 3.44].

Verification: confirmation, through the provision of objective evidence, that specified requirements have been fulfilled [Source: ES ISO 21001:2020, 3.43].

Vision: aspirations of an organization in relation to its desired future condition and duly aligned with its mission [Source: ES ISO 21001:2020, 3.30].

Vocational career: occupation undertaken for a significant period with opportunities for progress in a professional setting.

Vocational Counseling: shall mean a set of services designed by TVET institutions to develop the skills and abilities of trainees to the point they can perform a specific vocation in a productive way.

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1. Introduction

There is widespread agreement that the contribution of higher education and training to the socio-economic development and competitiveness of a country depends to a large extent on the quality and relevance of its educational provisions. In other words, ensuring quality and relevance is a good vehicle for addressing the social & economic demand for higher education and training.

In Ethiopia, there has been rapid expansion in the higher education and training sector over the past years, and this will continue in the coming years. However, there are still unresolved issues regarding quality and relevance despite the encouraging achievements in improving access. The issue of quality and relevance of higher education and its impact on the socio-economic development of the country has now become a major concern among all stakeholders including the government. Currently, there is a mismatch between the number of graduates and the absorptive capacity of labor market, and between the quality of graduates and employers' expectations.

The increasing concern about the decline in the quality and relevance of education and training is attributed to lack of robust, functional, and independent accreditation system at national level. It has now become more than eighteen years since the Federal Government of Ethiopia established relevant institutions (Higher Education Relevance and Quality Agency and Federal Technical and Vocational Education and Training Agency). These two agencies were mandated with the tasks of regulating and ensuring the quality and relevance of higher education and training provisions in the country. However, the existing quality assurance and accreditation system cannot be effective in terms of addressing the persistent challenges of quality and relevance of education and training despite the efforts made by the two agencies.

The existing higher education and training quality assurance /accreditation system has not achieved its intended objectives. These could be due to lack of expertise, minimal involvement of professional bodies, and lack of independence in their operation. It is now prime time to revisit the existing quality assurance/accreditation system and design a functional, robust, and comprehensive national accreditation system. Hence, necessitates the need to develop the present national higher and training accreditation strategy with intention to clear the existing bottlenecks of assuring and improving quality.

1.2. Objectives

The main objective of this strategy is to assure and enhance the quality and relevance of higher education and training by implementing institutional and program accreditation system and strategy. More specifically, this strategy intends to: -

- Analyze the pros and cons of the current accreditation practices;
- Develop a streamlined system that outlines a clear roadmap for accreditation;
- Design strategies that address the existing quality and relevance challenges;
- Ensure a comprehensive and strong accreditation system at national level.

1.2. Guiding principles

Accountability: taking full responsibility and receiving the praise or blame for decisions and actions one takes.

Impartial: the requirement for one or the system to be equally fair, objective, and unbiased to all parties.

Integrity and honesty: promotes honesty, integrity, ethical conduct, justice, and fairness. Consistently applies what is stated in words or in documents.

Scientifically processed: assertion that undertakings shall be founded on reason and evidence.

Transparency: openness and public accessibility to information about the accreditation process.

1.3. Scope

Accreditation is delimited to higher education and TVET institutions and their programs. It applies to both public and private higher education and training institutions, actors, persons who are directly or indirectly participate in the accreditation process.

1.4. Quality assurance

Quality assurance in higher education and training is defined by different scholars in different ways but all reflecting on the concept of what quality in higher education and training is and how it can be best assessed and developed. There are various conceptualizations of quality assurance. For example, quality assurance is defined as a systematic review of educational programs to ensure that acceptable standards of education, scholarship and infrastructure are being maintained

(UNESCO, 2004). Similarly, INQAAHE (2005) defined quality assurance as ‘all those attitudes, objects, actions and procedures, which through their existence and use, and together with the quality control activities, ensure that appropriate academic standards are being maintained and enhanced in and by each program. It is also described as the collections of policies, procedures, systems and practices internal or external to the organization designed to achieve, maintain and enhance quality (Harvey, 2004). Many authors share the more extended definition of quality assurance stated below (Vlăsceanu, Grunberg and Parlea, 2007):

Quality assurance is an all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programs. As a regulatory mechanism, quality assurance focuses on both accountability and improvement... Quality assurance activities depend on the existence of the necessary institutional mechanisms preferably sustained by a solid quality culture. Quality management, quality enhancement, quality control, and quality assessment are means through which quality is ensured (2007, p.74).

Quality assurance is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered. The implicit assumption in this definition is that if quality assurance mechanisms exist, quality can be assured. Quality assurance is an umbrella term used to assure quality of provision of higher education and training. There are four broad types of quality assurance processes: accreditation, audit, assessment, and standards checking (Harvey, 2004).

Quality assurance has been used for decades in higher education as a management tool with different purposes such as standardization, outcome-based education or accountability of institution. The envisaged quality assurance functions as an institutional or program continual improvement focusing mainly on student learning. In this way, institutional accreditation and program accreditation become mandatory.

1.5. Accreditation

1.5.1. What is Accreditation?

Accreditation is a quality assurance process that training institutions, colleges, universities or programs undergo to confirm that they meet a strict and recognized set of service and operational standards. Accreditation is a peer-review process. Accreditation is assessed by accrediting bodies/agencies that have been created specifically to review education institutions

and programs. For different educational and training institutions or programs there are specific types of accreditations.

1.5.2. Why Accreditation?

- Creates a set of quality standards for all education and training institutions or programs,
- Maintains customer confidence,
- Ensures accountability of education and training institutions and programs to boost public trust and confidence, and
- Helps gauge overall quality without conducting detailed analysis.

1.5.2. Types of Accreditation and Accrediting Bodies

There are generally two types of accreditation system namely, institutional accreditation and program accreditation. The accreditation requirement is mandatory for re-registration of institutions and programs.

Based on international good practices, two general types of accreditation bodies may be used for quality review, assessment and assurance of education and training institutions and programs.

1. National Accreditation Body

The National accreditation body operates on a nationwide scope charged to oversee regional accreditation bodies and other authorized accreditation institutions.

2. Specialized/Professional Accrediting Bodies

Specialized, professional or program-based accreditation focuses on particular aspect of a program or academic field of study such as engineering, health sciences education, medicine, law, and nursing, among others. Specialized, professional or program-based accreditation bodies must have permission/mandate/delegation from the National Accreditation Body and may operate throughout the country.

1.6.3 Actors on Accreditation

Actors in the accreditation of higher education and training institutions and programs include accrediting bodies, professional associations, industries, education and training providers, regional state TVET and the Ministry.

2 Accreditation in Ethiopia

2.1 Enabling Environment

The history of Ethiopian education and training goes back to the beginning of 1930s. Though it has relatively existed for many years (World Bank 2003), the relevance and quality of education and research activities are not up to expected standards and levels. And yet, it is acknowledged that the Ethiopian government has given particular attention to the quality and relevance of higher education and training. The Ethiopian Education and Training Policy (1994:8) states that the Ethiopian education and training shall have the objective of promoting ‘relevant and appropriate education and training through formal and non-formal programs’ to citizens. Moreover, the policy gives emphasis to the review and revision of the previous curriculum with the intention of adapting it to meet the national societal, economic, cultural, and geographical as well as global circumstances. The policy further emphasizes that the ‘curriculum and learning materials need to be prepared based on sound pedagogical and psychological principles and are up to the national standard’ (ETP 1994:13).

As indicated above in the ETP (1994) and the recent Education and Training Policy study document (2018), the issue of quality of higher education has internationally become one of the prime agenda considering the prevailing national, international, and global dynamics. From the policy documents, we can understand that the government of Ethiopia gave due attention to HE quality in 2003 by ratifying the Higher Education Proclamation and establishing the agency in charge of higher education relevance and quality, HERQA. HERQA was established through the Higher Education Proclamation (351/2003, Article 78) and as an autonomous legal body, accountable to the Ministry of Education, to supervise the relevance and quality of HE offered by any institution. HERQA is mandated to publish a statement explaining the division of responsibility for quality procedures between the agency and HEIs. It also publishes information such as composition of the external quality audit teams, report of activities, focus areas for quality audit and self-evaluation, institutional audit procedures, external quality audit reports, and periodic information to the public about the current situation and status of HEIs.

Internal quality assurance systems are in place in higher education institutions in Ethiopia with clear procedures and steps. The first step in quality assurance is that the curriculum committees at department level prepare a study program in compliance with the institution's legislation. Then, the department prepares application that contains a brief overview of the program (background, rationales, and objectives of the program), staff profile, available resources, graduate profile, employment prospective, program requirements (admission and graduation), degree nomenclature, course coding, objective, and description of courses, etc. Secondly, the department applies to the respective faculty for further evaluation. If there are comments, the department reconsiders those comments and sends them back to the respective faculty. If the faculty finds the program relevant for local, national, and regional development, it sends the entire document and its comments to the university's Academic Program Office or in some cases to the Quality Assurance Directorate. Third, in consultation with the faculty and the department, the Academic Programs Director or the Quality Assurance Director asks other institutions for external review. There is no agreed number of external reviewers. The office arranges a workshop where external reviewers present and discuss the result of their evaluation. Then, the Academic Programs Director or the Quality Assurance Director sends to the department all the comments and feedback forwarded by the external reviewer for reconsideration. Finally, if the suggestions forwarded by external reviewers are well-considered or defended by the department, it presents all the documents to Academic Standards and Curriculum Review Committee (ASCRC) of the Senate for final decision – to start or not to start the study program. This kind of internal quality assurance is compulsory for every new degree program. On the other hand, programs that are adopted from other institutions and did not go through such scrutiny are also equally functioning.

The issue of accreditation is given attention in various policy documents among which the revised Higher Education Proclamation (1152/2018), is one. In this proclamation **Articles 72** (requirements for accreditation), **73** (application for accreditation), **74** (issuance and rejection of accreditation), **75** (validity of accreditation), **76** (application for renewal of accreditation), **77** (decision on application for renewal of accreditation), **78** (renewal of accreditation), **79** (revocation of accreditation) **80** (appeal), **81** (issuance of substitute

accreditation certificate), and 82 (returning accreditation certificate) address the issue of accreditation in detail. However, these exercises focus only on Private Higher Education Institutions. The accreditation of Public Higher Education Institutions and the programs offered were totally missing. The accreditation system focuses at both institutional and program levels. In the case of program level, HERQA is assigned to handle accreditation applications concerned with undergraduate (bachelor) degree and graduate level programs.

In Proclamation No. 954/2016 on Technical and Vocational Training document, accreditation is stated as ‘the process of issuance of employment to training institutions after verifying, in accordance with the Regulations of the Ministry, that the technical and vocational education and training programs offered by them have met the defined quality criteria and included the process of verification and occupational competence assessment centers to undertake the actual assessment’ (P.43). The document also clearly indicates the need for accrediting organ which is defined in the document as ‘the Agency or the regional relevant organ and includes centers of competence’. The Technical and Vocational Training Proclamation No. 954/2016 clearly indicates that there is need for mandatory accreditation for the beginning and expansion of programs. The Federal TVET Agency and the regional authorities accredit programs based on the uniformity in granting accreditation that is caused by the Ministry. Nevertheless, the very aim of accreditation of programs is ‘with the view to supporting, encouraging and progressively building the capacity of training institutions subject to accreditation’ (P. 60).

The National Technical, Vocational Education and Training— TVET Strategy (2008: 52) clearly states that accreditation of TVET institutions is aimed at establishing supportive system. Two purposes of accreditations are identified in the document:

First, to set quality benchmarks for TVET institutions, to identify and offer support to institutions so that they meet the required quality standards and to assess the level of achievement. And second, to attain transparent working systems in the TVET market, thereby protecting trainees from low quality TVET provision.

The notion of relevance and quality have also received attention in the TVET Policy and Strategy (2020) documents. In this policy document, different core policy issues and policy directions have been identified regarding the attainment of quality and relevance in TVET programs and institutions among which accreditation is given special attention.

2.2 Situational Analysis

2.2.1 Higher Education

2.2.1.1 Background

The unprecedented expansion of higher education necessitated the need to regulate the quality. To assure the quality of graduates, research conducted, and community service activities undertaken at higher education institutions, HERQA was established in 2003 through Higher Education Proclamation No. 351 which was later amended at different times by higher education bill (HE) Proclamation 650/2009 and consequently by Proclamation No. 1152/2019.

The Agency examined quality assurance systems developed by similar agencies in different parts of the world and developed accreditation and quality audit systems contextualized to the higher education landscape of Ethiopia. This review report thus gives an overview of the achievements and challenges faced in its accreditation service in the past 16 years.

2.2.1.2. Ethiopian Higher Education Quality Assurance System

It is imperative to clarify the concept of quality in higher education used to establish a system that assures quality. The literature shows there are diverse concepts of quality in higher education. Higher Education Relevance and Quality Agency (HERQA, 2005) accepted and used the concept of ‘fitness for purpose’ to assure relevance and quality of education provision in all higher education institutions in Ethiopia. With this it is envisaged that provision of quality education is assured provided every program launched has a set of defined purposes that meet the specific needs of industry in particular and the nation’s development agenda in general.

To assure quality in Ethiopian Higher Education Institutions, HEIs are required to establish internal quality assurance system and make periodic self-assessment which can be submitted to the agency and the agency within given time interval conducts external assessments through

accreditation and quality audit to validate the self-assessment and make recommendations for further improvement.

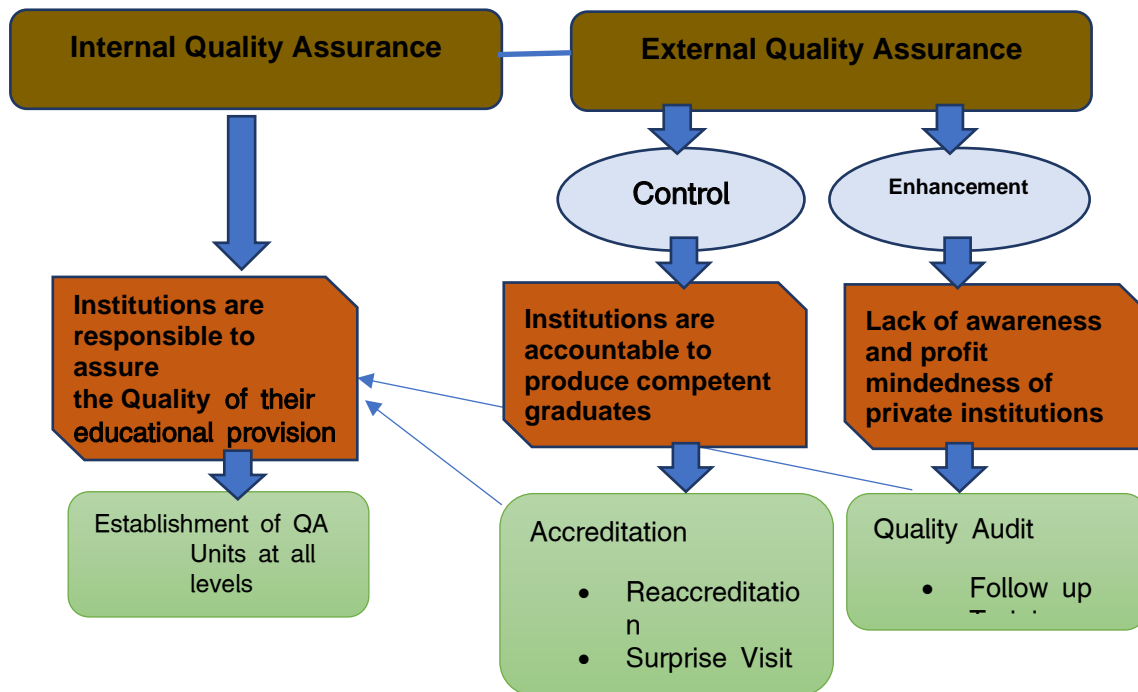


Figure 1: Existing HERQA Accreditation Process

2.2.1.3. Higher Education Accreditation

To accredit higher education institutions, a three-phased process is used, consisting of a pre-accreditation, accreditation and re-accreditation, which lately changed to a two-phase (accreditation and re-accreditation) process.

The pre-accreditation system was granted to institutions only for one year and in this phase, an institution has to demonstrate that the program meets the minimum input standards. This approach was critically examined and reviewed and replaced by accreditation of programs for three years following reaccreditation which lasts for five years.

A rigorous program accreditation process on the basis of assessing the institution integrated with the program was practiced. The accreditation process was more of like program registration, which concentrates on scrutiny of system documents (legislation, policies, directives and others) and validity of facilities rather than focusing on the effectiveness and efficiency of the teaching-learning and assessment processes and student learning experience.

Those institutions which have been granted accreditation to run programs are required to apply for re-accreditation of the same program before their license expires. In this case, the institution is required to submit self-evaluation document. Program re-accreditation decision is based on the verification and affirmation of what is claimed in the self-evaluation document

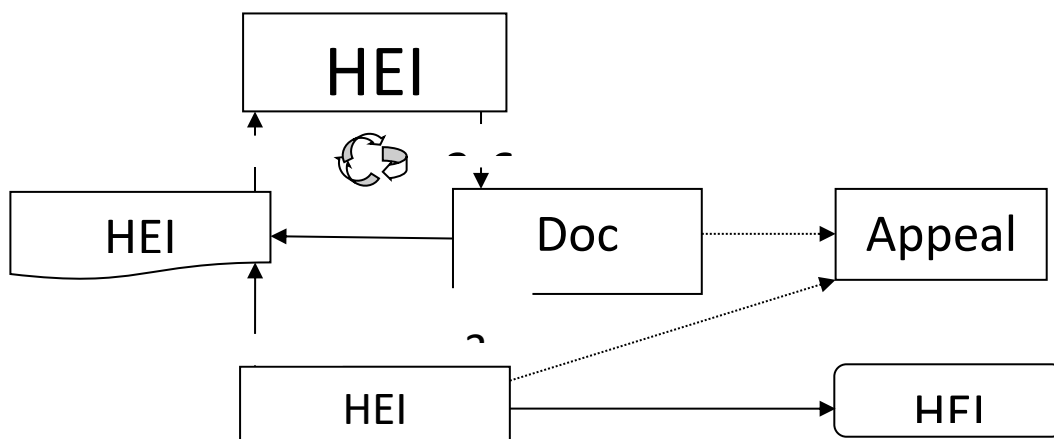


Figure 2: Existing HERQA Accreditation Framework

Program level accreditation has been exercised for undergraduate and graduate programs in regular modality, graduate programs in cross-border modality for private higher education institutions, and undergraduate programs in open distance modality and undergraduate and graduate programs in online learning modality for private and public higher education institutions.

Programs offered in regular modality by public universities do not undergo the accreditation process as they are given provisions by the higher education Proclamations 650/2009 and 1152/2019 to launch programs without such compelling conditions. This has created undoubtedly partiality between public and private HEIs where private institutions feel unfairly treated.

2.2.1.4. SWOT Analysis for HE

Table 1: SWOT Analysis for Higher Education

Strength	Weakness
<ul style="list-style-type: none"> Accrediting body in place Existence of generic program standards 	<ul style="list-style-type: none"> Absence of autonomous and independent accrediting organ.

<ul style="list-style-type: none"> • Audit and accreditation documents in place • Existence of an internal quality assurance system in HEIs • Existence of Higher Education Management Information System (HEMIS) that may facilitate program and institution accreditation 	<ul style="list-style-type: none"> • Absence of clearly demarcated system of registration and accreditation • Absence of clearly demarcated system for program and institutional accreditation • Public private dichotomy • Lack of motivation scheme for institutions • Inadequate participation of professional associations in the accreditation process • Nonexistence of outcome-based curriculum • Lack of institutional capacity and competent professionals • Lack of institution and program level accreditation standards • Lack of international and regional networking with accrediting bodies • Absence of mutual recognition of credentials • Absence of continuous training and awareness creation
Opportunity	Threat
<ul style="list-style-type: none"> • High public pressure on quality higher education provision • Establishment of Ethiopian Higher Education Quality Council (EHEQC) • Strong government commitment for quality of higher education • Existence of Higher Education policy and strategy document • International demand (WTO, AfriQAN, INQAAHE) • Advanced digital technology • High interest of development partners. 	<ul style="list-style-type: none"> • Lack of experienced experts in the market • Absence of National Qualification Framework (NQF) • Absence of strong professional associations • Deteriorating quality of education • Mismatch between labor demand and supply of competent work force • Distrust of industry on graduates

Table 2: TOWS Matrix for Higher Education

		Internal Factors	
		Strength	Weakness

		<ul style="list-style-type: none"> • Accrediting body in place • Existence of generic program standards • Audit and accreditation documents in place • Existence of an internal quality assurance system in HEIs • Existence of Higher Education Management Information System (HEMIS) that may facilitate program and institution accreditation 	<ul style="list-style-type: none"> • Absence of autonomous and independent accrediting organ. • Absence of clearly demarcated system of registration and accreditation • Absence of clearly demarcated system for program and institutional accreditation • Public private dichotomy • Lack of motivation scheme for institutions • Inadequate participation of professional associations in the accreditation process • Nonexistence of outcome-based curriculum • Lack of institutional capacity and competent professionals • Lack of institution and program level accreditation standards • Lack of international and regional networking with accrediting bodies • Absence of mutual recognition of credentials • Absence of continuous training and awareness creation
External Factors	Opportunity	OS	OW
	<ul style="list-style-type: none"> • High public pressure on quality higher education provision • Establishment of Ethiopian Higher Education Quality Council (EHEQC) • Strong government commitment for quality of higher education • Existence of Higher Education policy and strategy document • International demand (WTO, AfriQAN, INQAAHE) • Advanced digital technology • High interest of development partners. 	<ol style="list-style-type: none"> 1. Establish independent and autonomous accrediting body 2. Establish a National Accreditation Council that approves accreditation of HEIs and programs 	<ol style="list-style-type: none"> 1. Integrate and consolidate internal and external quality assurance systems 2. Enhance outcome-based curriculum 3. Create accreditation capacity at all levels. 4. Develop institutional and program level accreditation standards

Threat	TS	TW
<ul style="list-style-type: none"> • Lack of experienced experts in the market • Absence of National Qualification Framework (NQF) • Absence of strong professional associations • Deteriorating quality of education • Mismatch between labor demand and supply of competent work force • Distrust of industry on graduates 	<ol style="list-style-type: none"> 1. Approve and implement Ethiopian Qualification Framework (ETQF). 	<ol style="list-style-type: none"> 1. Create awareness and conceptualize accreditation at all levels 2. Align graduates' attributes with national and international standards which lead to mutual recognition of credentials. 3. Stakeholder engagement (professional associations, business and industry)

2.2.2. Technical and Vocational Education and Training (TVET)

2.2.2.1. Background

Ethiopia's TVET system is designed as competency-based, demand-driven, outcome-based, and self-employment-oriented. TVET programs train individuals in skills required by the labor market. In the past, the TVET system in Ethiopia was primarily supply driven. However, currently, the system is transitioning to becoming demand driven. Technical and vocational education is expanded rapidly; and at this time there are 673 public technical and vocational institutions and 895 private technical and vocational institutions (FTVETA report, 2019). Even then, TVET strategy stresses the importance of ensuring that TVET is flexible enough to accommodate the demand of the labor market, the allocation of students to TVET providers, as well as the curriculum and the specialization offered as determined by the government. This is in contrast to market driven TVET systems, where the demand for particular specialization, as well as the fields of study, are governed by the “invisible hand” - the labor market. In the literature, the appropriateness of the first versus the second approach has not been consistently settled, and the best approach may indeed depend on the particular contextual and institutional setting.

Various policy and strategy documents, like the education and training policy (TGE,1994), the TVET strategy (MoE,2008), and National TVET Qualification Framework (NTQF) (MoE,2010), promote strong quality and relevance assuring system must be implemented in TVET. The policy

documents indicate an important paradigm shift during recent years that put quality and relevance of TVET as priority. Furthermore, the TVET strategy showed that effective means of quality management will be developed and continuous monitoring of relevance of programs will be carried out in the system. These tasks will provide support and guidance to TVET providers to achieve defined quality standards. The TVET strategy also identifies important mechanisms for quality assurance such as the introduction of the system of occupational standards, assessment, and certification (MoE, 2008). Moreover, the NTQF formulates the overall frame for the outcome based TVET system and strives for the highest quality and relevance in all that TVET offers.

Even though the policy documents encourage strong quality assurance mechanisms to be designed and implemented, the practice and trends of quality assuring is not up to the expected level. The main quality assuring mechanisms implemented so far, are implementing competency-based education and training (i.e. occupational standard preparation and implementation), licensing (i.e. registration, accreditation, and renewal-accreditation), assessment, and certification (MoE, 2010b). Quality and relevance assurance is monitored by a team organized at the Federal Technical and Vocational Education Training Agency. Moreover, each region has their organization and some regions/city administrations like Addis Ababa which has established an independent agency that assures the quality and relevance of the technical and educational training. Therefore, there is a high need to establish consistent, clear and successful TVET quality and relevance assurance system.

Table 3: SWOT Analysis for TVET

<p>Expansion of labor mobility</p> <ul style="list-style-type: none"> • Global Need for accreditation training programs • Updated & transformational policy & strategy (outcome-based strategy) • Government commitment on quality education & training • Partners support for the implementation of accreditations • Enhancement of digital technology 	<ul style="list-style-type: none"> • Poor societal perception on quality assurance • Weak professional associations • Accumulated malpractices • Limitations of legal enforcement for uniform implementation of accreditations across regional state
<p>Strength</p>	<p>Weakness</p>
<ul style="list-style-type: none"> • Availability of outcome based TVET Policy & strategy • Registered & listened private institution improves accessibility of TVET in all regions • Having established National TVET Qualification framework • Having Established National TVET assessment & certification system • Availability of quality assurance related documents 	<ul style="list-style-type: none"> • Absence of Independent & autonomy accreditation organ • Poor understanding of accreditation • Poor institutional capacity • Public private dichotomy • Poor industry and professional association participation • Poor attention for internal quality assurance • Disparity of registrations & licensing across regional state • Absence of clearly demarcated among training, assessment, registration and accreditation • Lack of motivation scheme for institutions • Lack of international and regional networking with accrediting bodies • Absence of mutual recognition of credentials • Absence of continuous training and awareness creation
<p>Opportunity</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Expansion of labor mobility • Global Need for accreditation training programs • Updated & transformational policy & strategy (outcome-based strategy) • Government commitment on quality education & training • Partners support for the implementation of accreditations • Enhancement of digital technology 	<ul style="list-style-type: none"> • Poor societal perception on quality assurance • Weak professional associations • Accumulated malpractices • Deteriorating quality of education & training • Mismatch between labor demand and supply of competent workforce • Limitations of legal enforcement for uniform implementation of accreditations across regional state

Table 4: TOWS Matrix for TVET

		Internal Factors	
		Strength	Weakness
	1.	<ul style="list-style-type: none"> • Availability of outcome based TVET Policy & strategy • Registered & listened private institution improves accessibility of TVET in all regions • Having established National TVET Qualification framework • Having Established National TVET assessment & certification system • Availability of quality assurance related documents 	<ul style="list-style-type: none"> • Poor institutional capacity • Poor understanding of accreditation • Public private dichotomy • Poor industry and professional association participation • Poor attention for internal quality assurance • Disparity of registrations & licensing across regional states • Mix-up of registration and accreditation • Absence of independent and autonomous accreditation organ • Lack of motivation scheme for institutions • Lack of international and regional networking with accrediting bodies • Absence of mutual recognition of credentials • Absence of continuous training and awareness creation • Absence of clearly demarcated among training, assessment, registration and accreditation
External Factors	Opportunity	OS	OW
	<ul style="list-style-type: none"> • Expansion of labor mobility. • Global Need for accreditation training programs • Updated & transformational policy & strategy (outcome-based strategy) • Government commitment on quality education & training • Partners support for the implementation of accreditations • Enhancement of digital technology 	<ol style="list-style-type: none"> 1. Integrate and consolidate internal and external quality assurance systems 2. Enhance outcome-based occupational standard/curriculum 3. Establish a National Accreditation Council that approves accreditation of HEIs/TVETIs and programs 	<ol style="list-style-type: none"> 1. Establish independent and autonomous accrediting body 2. Revised, Approve and implement Ethiopian Qualification Framework (ETQF) 3. Align graduates with labor market demand and supply
	Threat	TS	TW

<ul style="list-style-type: none"> • Poor societal perception on quality assurance • Inadequate professional associations • Accumulated malpractices • Deteriorating quality of education and training • Mismatch between labor demand and supply of competent workforce • Limitations of legal enforcement for uniform implementation of accreditations across regional state 	<ol style="list-style-type: none"> 1. Develop institutional and program level accreditation standards 	<ol style="list-style-type: none"> 1. Create awareness and conceptualize accreditation at all levels 2. Stakeholder engagement (professional associations, business and industry) 3. Create accreditation capacity at all levels
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2.3 Strategic themes

Based on SWOT and TOWS analyses, the following themes have emerged:

1. Independent and autonomous accrediting body
2. Ethiopian Qualification Framework (ETQF)
3. Awareness creation and conceptualization of accreditation at all levels
4. Capacity building
5. Stakeholder engagement
6. Alignment of graduate attributes to industry demand
7. Integration and consolidation quality assurance systems
8. Outcome-based curriculum/occupational standards
9. High accreditation standards
10. National/Regional Registration Council and National Accreditation Council

2.4 Strategic themes and objectives

For the identified themes, specific objectives are set as follows:

Theme 1: Establish independent and autonomous accrediting body

Objectives

- 1.1. Establish an independent and autonomous accrediting body for higher education and training (answerable to the House of Peoples' Representatives)

- 1.2. Revise and develop regulations, directives, guidelines and standards
- 1.3. Enhance the institutional capacity

Theme 2. Approve and implement Ethiopian Qualification Framework (ETQF)

Objective

- 2.1 Revise and approve an Ethiopian national qualification framework

Theme 3: Create awareness and conceptualize accreditation at all levels

Objectives

- 3.1. Conduct awareness creation and mobilization on accreditation for Federal, Regional and institutional levels
- 3.2. Capacitate all institutions and individuals on accreditation
- 3.3. Capacitate and mobilize professional associations and industry on accreditation

Theme 4: Create accreditation capacity at all levels

Objectives

- 4.1 Create standard professional training program on accreditation
- 4.2 Conduct training program to all critical personnel
- 4.3 Capacitate all institutions with the required infrastructure
- 4.4 Develop and implement accreditation system

Theme 5: Strengthen stakeholder engagement (professional associations, business and industry)

Objectives

- 5.1 Establish legal framework for engagement of professional councils, professional associations and industry on accreditation

5.2. Engage professional associations and industry on program accreditation

Theme 6: Align graduates with labor market demand and supply

Objectives

- 6.1 Assess and create a national labor market needs data
- 6.2 Build a shared information system for all stakeholders
- 6.3 Ensure curricula/occupational standards used meet industry requirements

Theme 7: Integrate and consolidate internal and external quality assurance systems

Objectives

- 7.1 Strengthen internal quality assurance system to align with national and international standards
- 7.2 Create accepted and transparent standard measures
- 7.3 Enforce all standards at all institutions

Theme 8: Enhance outcome-based curriculum

Objectives

- 8.1 Enhance outcome-based curricula/occupational standards
- 8.2 Establish a process for review of curricula/occupational standards
- 8.3 Ensure curricula/occupational standards preparation and delivery mechanisms are outcome-based
- 8.4 Assess that students/trainees attain expected learning outcomes

Theme 9: Develop institutional and program level accreditation standards

Objectives

9.1 Create standards for institutional accreditation

9.2 Create standards for program accreditation

9.3 Enforce standards at both institutional and program levels

Theme 10: Establish a National Accreditation Council that approves the accreditation of HEIs/TVETIs and programs

Objectives

10.1 Constitute the National Accreditation Council (NAC) composed of experts from diverse stakeholders (e.g.: academia, industry, professional associations, business leaders, etc.)

10.2 Prepare a guideline that Council members follow to properly discharge their responsibilities

10.3 Provide the necessary training for NAC members

2.5 Short-term strategy

Strategy towards successful implementation of Higher Education and Training Accreditation

2.5.1 Approved Ethiopian Qualification Framework (ETQF)

2.5.2 Independent and autonomous accreditation body established by law

2.5.3 Prepare/revise Accreditation Standards/Manuals

a. Institutional Accreditation Manual

b. Program Accreditation Manual

c. TVET Accreditation Manual

2.5.4 Awareness creation and capacity building

a. Training for assessors

b. Training for HEIs/TVET

c. Training for professional associations

- 2.5.5 HEIs and TVET revise documents and practice as per the new standards/Manuals
- 2.5.6 Full implementation in pilot institutions
 - a. Research Universities (8)
 - b. Science and Technology Universities (2)
 - c. Applied Sciences Universities (3)
 - d. Comprehensive Universities (1)
 - e. Technical university (1)
 - f. Private Universities/university colleges/colleges (3, one from each category)
 - g. TVET (one from each region for each category)
 - i. Polytechnic colleges (12)
 - ii. Colleges (12)
 - iii. Institutions (12)
 - iv. East African Skill centers (7)
- 2.5.7 Submission of self-assessment report from pilot institutions (in 3-years' time) and audit
- 2.5.8 Revise working documents based on lessons learned from the pilot implementation

2.6 Long-term strategy

2.6.1 For long-term, accreditation practices will be applied on the basis of the revised working documents for all HE/TVET institutions and programs.

2.6.2 Mutual recognition of credentials among African regions and continental partners.

2.6.3 The accreditation certificate shall be granted on periodic basis depending on review process.

3 Accreditation Framework

3.1 General background

The proposed Accreditation Framework addresses registration, re-registration, and accreditation of institutions and programs, and the link between re-registration and accreditation. The short-term strategy will be precondition for the implementation of the accreditation framework to achieve relevance & quality.

To conduct accreditation, qualification, and equivalence, an independent accreditation body is required. The main function of accreditation body is to review and approve accreditation of

programs, qualifications, higher education Institutions and TVET. To perform these functions the following quality assurance documents are required, among others:

I. Ethiopian Qualification Framework (ETQF)

ETQF is an instrument that develops and classifies qualifications based on a set of criteria that are approved nationally and benchmarked against international best practices, and which clarifies the earned academic levels, learning outcomes of study areas and credit system based on student academic load.

II. Standards

Standard documents set general guidelines for certain qualification levels informed by the Ethiopian National Qualifications Framework. Standards are compulsory to be complied by the higher education institutions/TVETIs in conducting higher education/TVET programs.

III. Accreditation Manuals

Criteria and standards used as guideline for all the stakeholders about the quality assurance evaluation areas for quality assurance purposes. These manuals/standards include:

- Institutional Accreditation Manuals
- Program Accreditation Manuals
- TVET Program Accreditation Manuals

3.2 Institutional and program registration

The institutional and program registration process is shown in the Institutional and Program Registration Flow Chart (Figure 3). It provides a clear guideline for the registration of an educational and training institution and program. The ministry registers institutions and programs as per the guideline by critically evaluating the application submitted.

TVETIs registration shall be done at regional state or federal level. Regional state registrations are mainly for public and private TVETIs and TVETIs operated by local NGOs within the Regional State. Federal TVETIs registration are mainly for Federal level public and private TVETIs, and TVETIs operated by International NGOs.

3.2.1 Institution registration

3.2.1.1 Prerequisite for registration

- A minimum of one program

- The maximum period of registration permit is at minimum until the first batch graduates
- Registration will be done by the Ministry.
- A unique Code of Registration will be issued for the registered institution

3.2.1.2 The Registration process

- Registration application submitted
- Verification of documents submitted
- Panel of assessors selected – a team of subject matter specialists and professionals will be selected, assigned, trained, and undertake desk review of documents
- Site visit conducted by panel of assessors and evaluation report with recommendations produced
- The Registration Council, within the Ministry, considers report and recommendation of panel of assessors and makes decision to either deny or grant registration
- The Ministry notifies the Accrediting Body, HEIs and publicizes the registration

3.2.2 Program registration

- No program may be offered without first being registered
- New HEIs may offer programs at minimum until the first batch graduates
- A unique registration code shall be issued for each program

The details of the institutional and program registration processes are presented in Figure 3. The TVET registration process is presented in Figure 4.

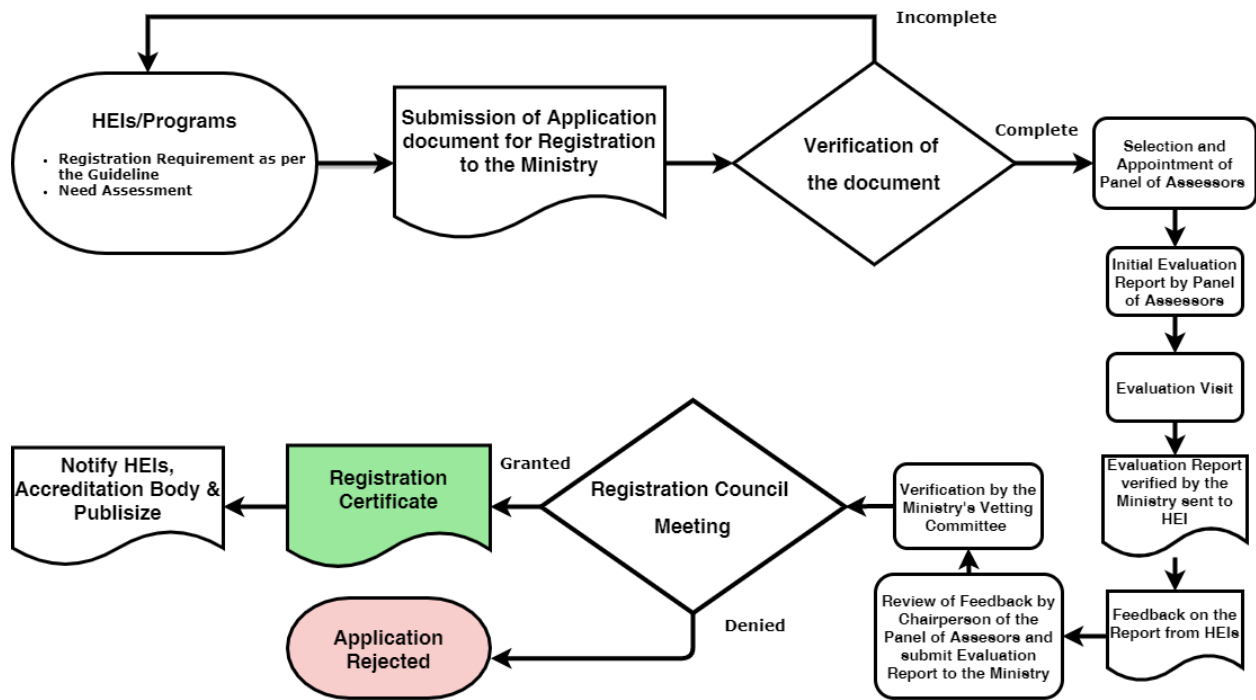


Figure 3: Institutional and Program Registration Flow Chart

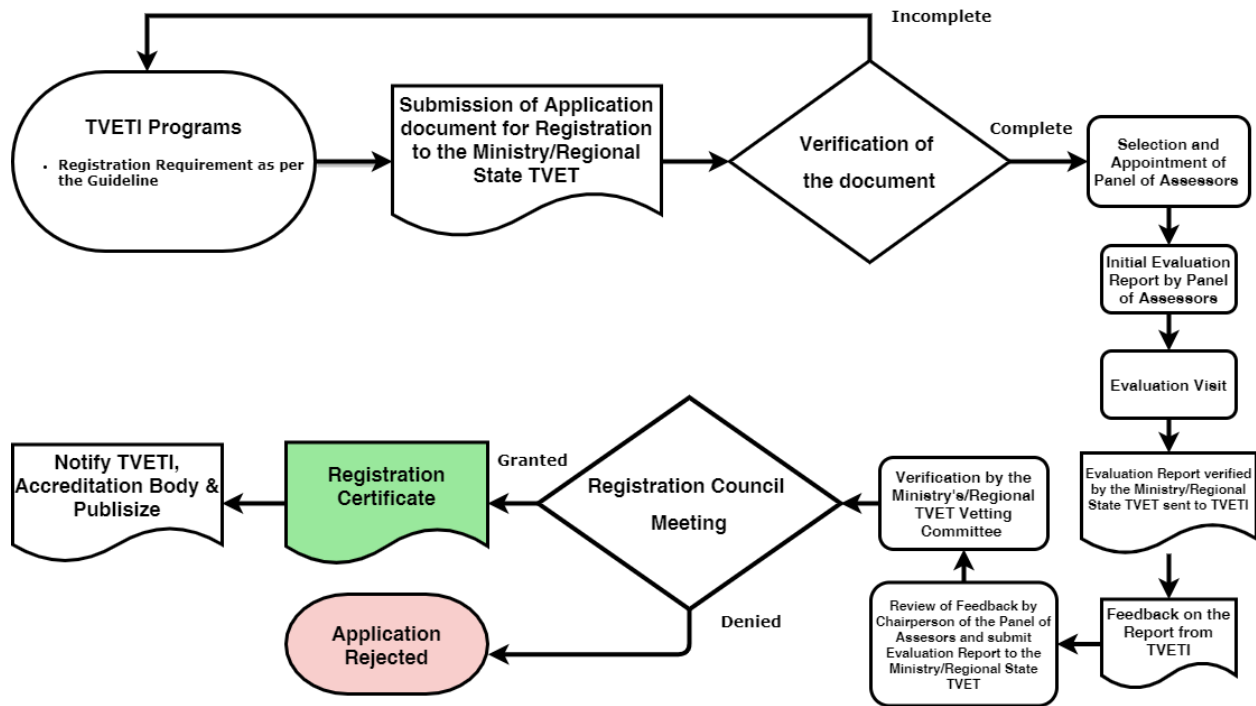


Figure 4 TVET Registration Flow Chart

3.3 Institutional and program re-registration

The Institutional and Program re-registration process is shown in Figure 5. The Flow Chart provides clear guideline for the re-registration of education and training institutions and programs. Following a critical evaluation of the application submitted by the applicant, the Ministry re-registers institutions and programs as per the guidelines.

3.3.1 Institution re-registration

3.3.1.1 Prerequisite for re-registration

- HEIs apply for re-registration 6 months prior to the graduation of the first batch, or 6 months before the granted accreditation expires
- Re-registration cannot take place without a valid accreditation certificate
- Re-registration permit cannot exceed the accreditation period
- In case of provisional accreditation, the applicant will not be allowed to enroll new students
- If the applicant is denied re-registration, the applicant may be allowed to graduate enrolled students and then must close the HEI or transfer students to other accredited HEIs, assuming that the HEI where students are to be transferred is duly accredited.

3.3.2. Program re-registration

- Institutions apply for re-registration of new programs 6 months prior to the graduation of the first batch or 6 months before the granted accreditation expires
- Re-registration will not take place without a valid accreditation certificate
- Re-registration permit cannot exceed the accreditation period
- In case of provisional accreditation, the applicant will not be allowed to enroll new students in the program
- If the program is denied re-registration, the applicant may be allowed to graduate enrolled students and close the program or transfer students in the program to other accredited HEIs.

3.3.3 Process of re- registration

- Applicant submits re-registration application to the Ministry with evidence of accreditation certificate
- The Ministry verifies all documents
- Panel of assessors selected – a team of subject matter specialists and professionals will be selected, assigned, trained, and conduct desk review of documents
- Given previous visit(s), site visit will be optional
- Panel of assessors produce an evaluation report and recommendations

- With critical consideration of the evaluation report and recommendations, The Registration Council makes a final decision on whether to grant or deny the application
- The Ministry notifies the Accrediting Body, HEIs and publicizes the re-registration.

The details of the Institutional and Program Re-registration Process is presented in Figure 5 below.

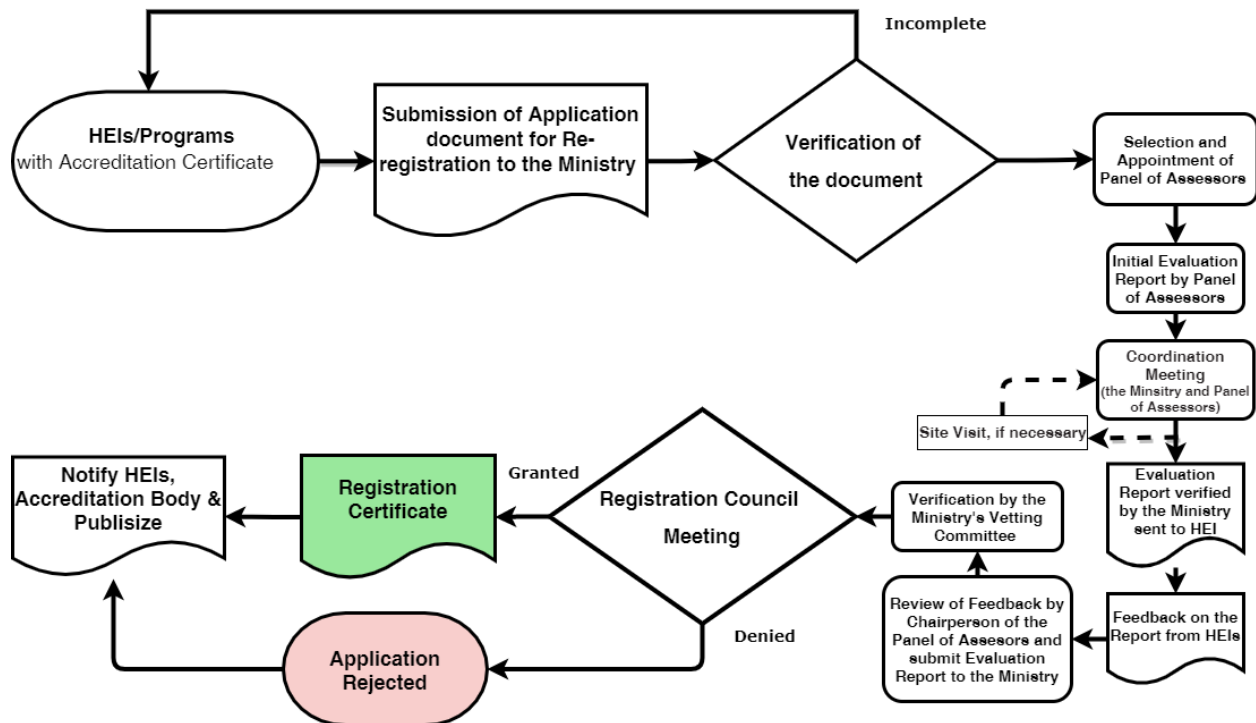


Figure 5: Institutional and Program Re-registration Flow Chart

3.4 Program accreditation

The Program accreditation Flow Chart is shown in Figure 6. It provides clear guideline for the accreditation of an education and training programs. The accrediting body accredits programs as per the guideline by critically evaluating the application submitted.

3.4.1 Prerequisite for Accreditation

- Accreditation certificate must be secured 1-year prior to graduation of the first batch, and must be completed within 6 months
- Possible accreditation outcomes are
 - Grant a renewable five-year accreditation certificate, or
 - Grant 2+3 or 3+2 accreditation certificate with interim report and visit, or
 - Grant 1-year provisional accreditation certificate with interim report and visit, or
 - Deny or suspend accreditation certificate.

3.4.2 Programs for whom accreditation is mandatory

- Health sciences, medicine, engineering, law, and teacher education
- All TVET programs
- Accreditation is optional for all other programs

The details of the program accreditation process is presented in Figure 6 below.

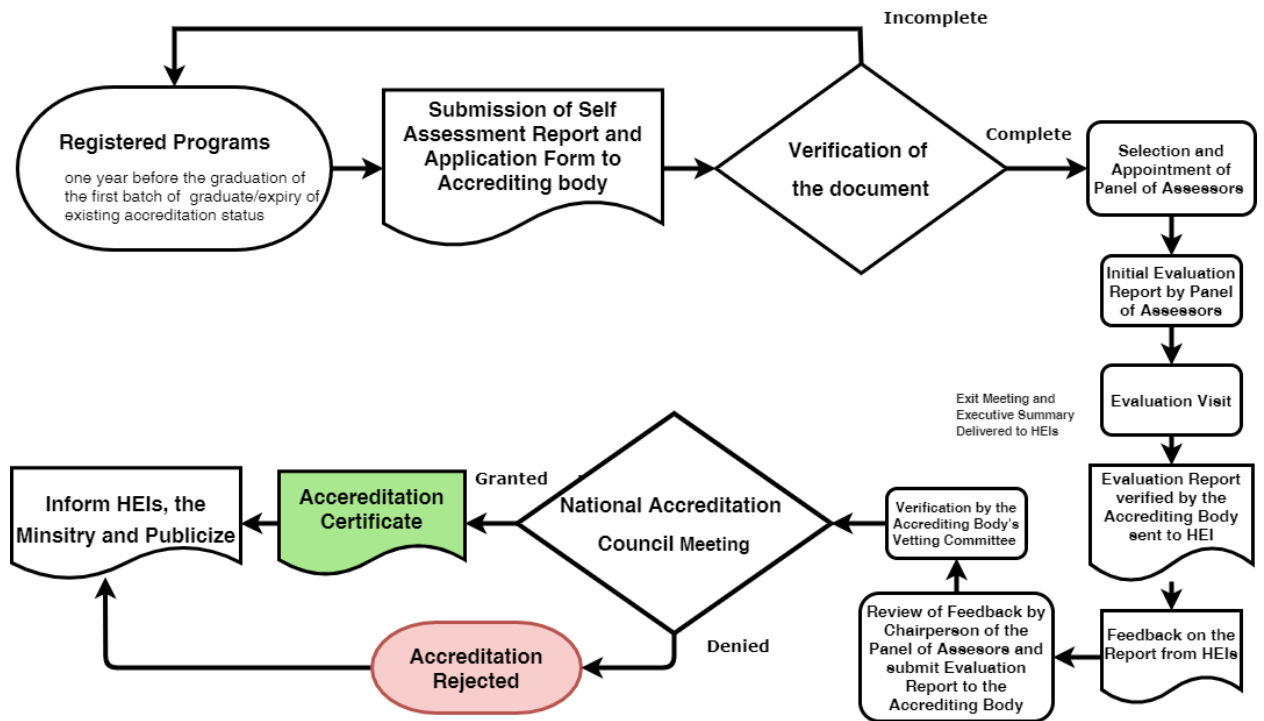


Figure 6: Program Accreditation Flow Chart

3.5 Institutional Accreditation

The institutional accreditation process is depicted in Figure 7. The Flow Chart provides clear guideline for the accreditation of institutions. The accrediting body accredits institutions as per the guideline by critically evaluating the application submitted. Institutional accreditation process focuses on the proper functioning of the internal quality assurance system. The built-in internal quality assurance system critically assesses the proper implementation of outcome-based curriculum and input associated with it, including programs. It also assesses the research undertaking and outputs, community engagement, the governance, competency of the staff and the student support systems.

3.5.1 Prerequisites for Institutional Accreditation

- Institutional accreditation must be secured 1 year prior to the graduation of the first batch or must be completed 6-months before the registration certificate expires
- It is mandatory that all higher education and TVET institutions secure accreditation certificate to lawfully operate in Ethiopia
- Possible accreditation outcomes are:
 - Grant a renewable five-year accreditation certificate, or
 - Grant 2+3 or 3+2 accreditation certificate with interim report and visit, or

- Grant 1-year provisional accreditation certificate with interim report and visit, or
- Deny or suspend accreditation certificate.

3.5.2 The institutional accreditation process

- Institution submits application and self-assessment documents
- Accrediting Body verifies institution's eligibility
- Accreditation Body forms a panel of assessors to review documents and conduct site visits
- Following document reviews and site visit, the panel of assessors submits an evaluation report and recommendations
- The National Accreditation Council considers the report and recommendations of the panel of assessors and makes a decision on whether to grant, deny or suspend accreditation certificate
- The accrediting body informs the Ministry, HEIs and publicizes through its website or any other medium

The details of the institutional accreditation process is presented in Figure 7 below.

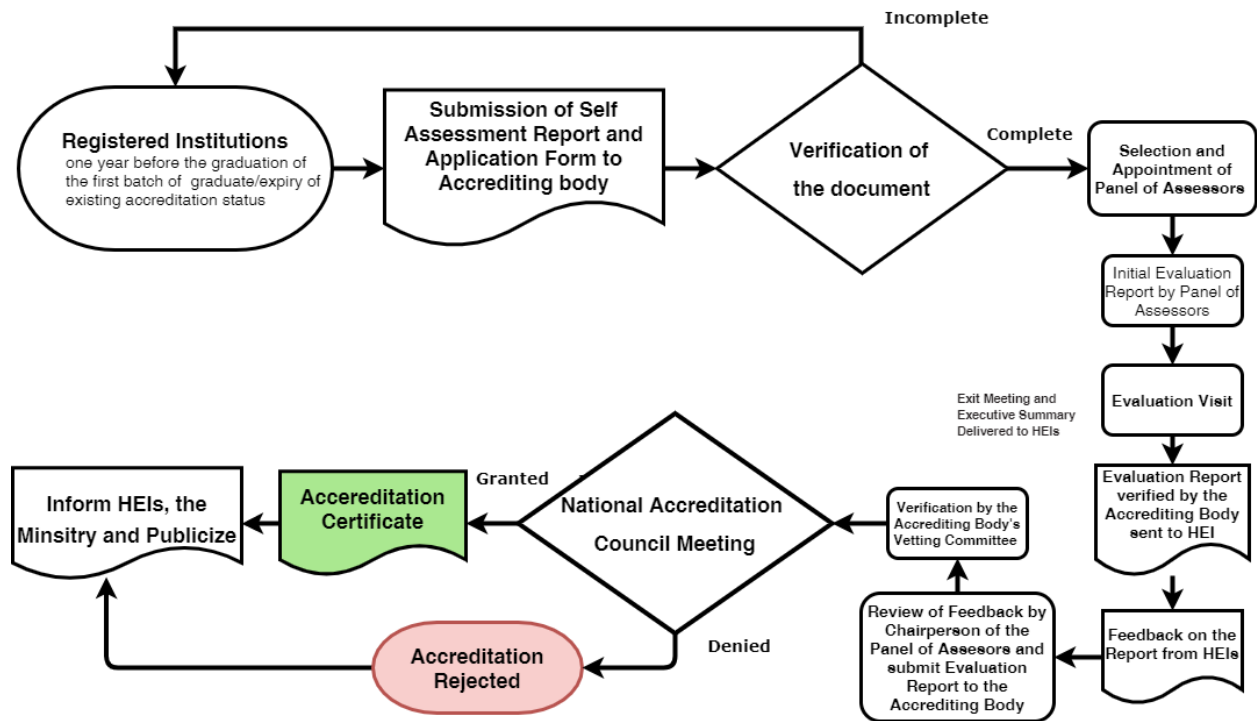


Figure 7: Institutional Accreditation Flow Chart

3.6 TVET program accreditation

The TVET program accreditation process is shown in Figure 8. The Flow Chart provides clear guideline for the accreditation of all TVET programs. The accrediting body accredits programs as per the guideline by critically evaluating the application and documents submitted. Although the registration of TVET programs can be done either at Regional State or Federal level, the accreditation of TVET programs shall be done by an accreditation body.

3.6.1 Prerequisite for TVET program accreditation

- TVET program accreditation certificate must be secured 6 months prior to the graduation of the first batch and must be completed at least 3 months before the expiration of the existing certificate
- Possible accreditation outcomes are:
 - Grant accreditation certificate for one cycle, or
 - Grant in two stages with interim report and visit, or
 - Grant 1-year provisional accreditation with interim report and visit, or
 - Deny or suspend accreditation certificate.

All TVET programs are mandated to secure program level accreditation certificate.

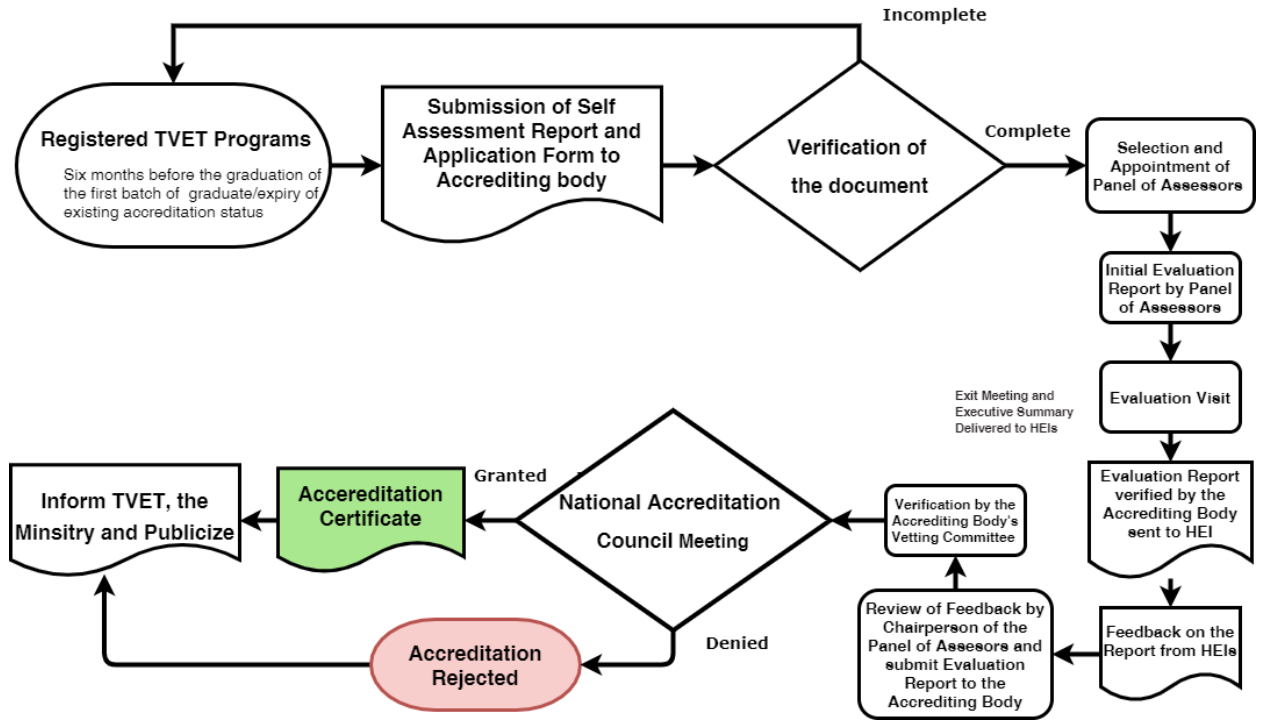



Figure 8: TVET Program Accreditation Flow Chart



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