Reform of the Ethiopian TVET System – Towards a Suitably Skilled Work Force

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- Ethiopian program supported by Germany
- Overall aim: improve competitiveness and promote employment
- Means: capacity building on 3 levels:
  1. Systems
  2. Institutions
  3. Individuals

- 4 components:
  - University Reform
  - Quality Infrastructure
  - TVET Reform
  - Private Sector + Business Development
Outline of the presentation

- Relevant key findings of World Bank study
- Challenges for Ethiopian TVET (Technical and Vocational Education and Training)
- The reform of the TVET system
  - Objectives
  - Means
  - Consequences
- First results
Relevant key findings from WB study

- Significant segmentation in the economic sector:
  - Public and formal private sector
  - Massive informal sector and many unemployed
- Low productivity and low average wages
- Many youths enter the labor market
  - through low-quality jobs in the informal sector
  - or into unemployment
- Labor supply is growing fast (2.6% population growth since 1990)
  - 1.5 million youth annually enter the labor market
Challenges for Ethiopian TVET

- How to prepare youth for employment or self-employment in the formal or the informal economic sector?
- How to train millions of youths on a limited public budget?
- How to provide access to training for all target groups, including disadvantaged?
- How to include further training for those already active in the labor market (unemployed or (self-)employed)
The reform of the TVET system (1)

- Objectives
  - To create a competent, adaptable and innovative workforce in Ethiopia
  - Contributing to poverty reduction and socio-economic development
  - Through facilitating demand-driven, high quality TVET
    - at all levels
    - relevant to all sectors
    - for all people in need of skills development
The reform of the TVET system (2)

- Means
  - Increased cooperation and partnership with the private sector regarding
    - Governance
    - Planning and financing (e.g. OS development)
    - Implementation of training
  - Developing one coherent, comprehensive, integrated TVET system (including formal, non-formal and informal training)
  - Establishing a TVET system based on outcomes rather than curricula (concept of competences)
The reform of the TVET system (3)

- Consequences
  - Better conditions for economic development:
    - Increased relevance of TVET to the demands of the labor market
    - Sufficient availability of suitably qualified skilled and semi-skilled workers on the labor market
  - Improved productivity of enterprises in the formal and informal economic sectors
  - Increased mobility of the labor force between the formal and informal economic sectors
The reform of the TVET system (4)

- Consequences
  - Better conditions for social development:
    - Access to skills development (initial and further training) and recognized qualifications for a wide range of target groups
    - Improved (self-) employability (demand-driven competences, entrepreneurship tools and business management training)
  - Improved access of all target groups
    - to employment in the formal sector
    - to further education and training
  - Decreased unemployment among youth
First results (1)

- Policy and system development
  - New TVET strategy defined and agreed upon with relevant stakeholders
  - New governance structure to be defined in new TVET law
  - TVET qualifications framework developed, as basis for all TVET qualifications
    - transparency for all users
    - permeability/pathways to general/higher education
First results (2)

- Implementation
  - Representatives from enterprises define competences needed for work
  - First training programs based on new competences have started in construction sector
  - Continuous discussions of key elements of TVET reform with relevant stakeholders
  - Support to TVET institutions (financial and training e.g. on management)
  - Pilot phase of cooperative training beginning
Thank you for your attention!