

## Contributing to the improvement of employment and income-generating opportunities for youth in Ethiopia

For 20 years, the German Financial Cooperation with Ethiopia has been supporting efforts to make vocational training more demand-driven. Phase four of the Vocational Education and Agricultural Training Programme continues to develop skills and competences that meet the needs of economic and social sectors for employment and self-employment.



German and Austrian training experts in Ethiopia with agricultural equipment donated to the programme. Pictured: Werner Wolbers (automotive), Axel Noll (electricity/electronics), Michael Heiliger (construction), Anke Boussena (textile/garment), Margarethe Wallner (hotel/tourism), and Robert Holmer (agriculture/Team Leader)



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In recent years, Ethiopia has advanced enormously in the technical and vocational education and training (TVET) sector – both in terms of the quality and quantity of what is on offer to students. Through German Financial Cooperation with Ethiopia, the German Development Bank, KfW, has been supporting Ethiopia for two decades to ensure vocational training is more practice-oriented and addresses the needs of the private sector. By being more market-focused, effective TVET leads to job creation and the development of business opportunities in the formal and informal sectors.

Under the programme, the training of vocational school teachers at university level is also being improved. Additional measures are being carried out to enhance college management, introduce practice-relevant subject matters, with a special focus on staff training on the maintenance of teaching and training equipment.

The programme assists Ethiopia's Ministry of Science and Higher Education (MoSHE) and the Federal TVET Agency (FTA) on managing ongoing reforms and on partnering with the private sector while incorporating labour market data into educational planning. These measures are delivering results: more than 40 Ethiopian vocational and technical schools and four Centres of Competence are now offering TVET training and assessment in supported occupations, in conjunction with improved practical training.

With an investment volume of €38 million, phase IV of the German Financial Cooperation with Ethiopia is a continuation of previous phases that aimed to improve and expand TVET reform in selected institutions. The current programme supports 17 colleges in following four principal components.

### Component 1: Satellite concept

In order to enhance the quality of TVET teacher training, the programme supports the FTA in its efforts to decentralise TVET teacher education from the national TVET Institute in Addis Ababa to the regions. This is achieved through the establishment of eight satellites in Adama PTC, Adigrat PTC, Arba Minch PTC, Assela PTC, Bahir Dar PTC, Dire Dawa PTC, Kombolcha PTC, and Wukro APTC.

47

TVET occupational courses offered through the programme

25

participating TVET colleges

#### Donor

KfW German Development Bank

#### Client

Ministry of Science and Higher Education (MoSHE)

#### Location

Ethiopia

#### Contract value

€42,000,000

#### Duration

October 2017–  
September 2021

Funds are provided to improve teacher training at these satellites through increasing access to practice-relevant training and improved learning and teaching facilities and methods. Training equipment is also provided for different occupational areas such as building/road construction, electricity-electronics, garment/textile, information technology, metal manufacturing and welding, hotel management, agro-processing, and animal breeding. The procurement of books, IT and multimedia equipment, training materials and vehicles to facilitate transport of teachers and students for in-company trainings are all covered under the programme.



“The quality and latest equipment provided by this programme allows institutions to provide standard and up-to-date education to their trainees that would have otherwise been very challenging and almost impossible. The trainings provided by experts of this programme assist colleges to increase their ability in educational management, curriculum development, and overall advancement in the sector, which leaves the colleges in a much better position to deliver their purpose which is to educate in a sufficient manner.”

**Ato Getache Negash, Director General of the Federal TVET Agency**



#### Component 2 TVET lead cluster institutions

With the aim of improving the quality of vocational education institutions, MoSHE developed a structure of lead cluster institutions (LCIs) whereby those offering high quality training play a leading role in conveying knowledge among other TVET institutions. Less-well performing institutes, usually 10–20, are assigned to these LCIs.

In phase 4, five LCIs were identified: Debre Birhan PTC, Gondar PTC, Harar PTC, Nekemte PTC, and Wolkitie PTC. These LCIs receive funds primarily for teaching and training equipment in the occupational areas of automotive, electricity/electronics, garment/textile, as well as metal manufacturing and welding. The support includes capacity building measures, computers, audio/video devices, textbooks and reference books for teaching and learning purposes as well as vehicles to facilitate transport of teachers and students for in-company trainings and to meet the requirements of the cluster approach.

books as well as vehicles to facilitate transport of teachers and students for cooperative trainings.

#### Component 4: Gender Component

This component aims to strengthen the participation of females in Ethiopia's TVET education system. The goals are to increase enrolment and successful graduation of female students and achieve a higher percentage of female teachers in 17 TVET colleges.

#### Programme Highlight

TVET teachers are being trained on how to integrate and use newly procured workshop equipment for better and more practice-oriented teaching in 12 occupational fields up to level 5 training (technician).

**Achieving the goals set out in this programme will enable Ethiopia to realise its national TVET strategy and vision of becoming a middle-income country by 2025.**

#### Component 3: Agricultural TVET (ATVET) colleges

Agricultural vocational education is being structurally aligned with TVET in other sectors. In order to support this structural transformation process, four ATVET colleges (Assosa ATVET, Bure APTC, Holeta APTC and Shire ATVETC) have been identified in addition to the pilot APTC in Wukro, which was supported during phase III. Funds are provided for training and teaching equipment materials in the occupational areas of agro-processing, crop production, animal production and small-scale irrigation. Further support is available for classroom and laboratory furniture, computers, audio-visual devices, reference

Based on the findings of a gender strategy study carried out by the project, funds are provided for the procurement of literature, multimedia equipment and other relevant training material related to gender and inclusion. Further, financial contributions are being made to improve sanitation facilities and establish common rooms, daycare facilities for children, and first-aid medical service rooms. In addition, capacity building and training measures for the colleges' gender focal persons and management staff is being conducted to increase understanding and enhanced awareness of gender sensitive issues.