



# Technical and Vocational Education and Training (TVETs) Profile Assessment in Pastoral Areas of Ethiopia

## (PRIME SUB-ACTIVITY REPORT)



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# **1. Introduction**

## **1.1. Background**

Pastoralist Areas Resilience Improvement through Market Expansion (PRIME) is a five year project jointly run by consortia of 10 institutions including Haramaya University. The project is aimed to increase household incomes and improve the resiliency and adaptive capacity of pastoral communities to climate change through market expansion. One of the key objectives of PRIME is improving the livelihood options for people transitioning out of pastoralism (TOPs), especially youth and women. The project will enhance employment and entrepreneurship opportunities by supporting the private sector to create more and better jobs, institutions to better prepare TOPs to succeed in the workforce and as business owners, more appropriate and accessible financial services, agriculture and small business inputs, and strengthen pro-poor value chains including climate smart agriculture and energy technologies.

Livelihood improvement through the creation of employment opportunities( including self employment or wage employment)need critical assessment of both the supply and demand side of the labor market. In essence, training and any capacity development programs designed by humanitarian organizations should focus on the inventory of available skills and filling the gap of the unmet demand. Consequently, the need for more information on the link between TVET institutions and the world of work is required by policy makers, planners, employers, trainees and the research community. Moreover, Technical and Vocational Education and Trainings (TVETs) institutions were one of the principal institutions identified during the EMMA-TEEMA assessment for PRIME's partnership. Before making the decision for partnership, it is paramount important knowing the profile of these institutions in the PRIME intervention areas. This activity, therefore, envisages the assessment of the profile of both private and public TVETs operating in PRIME operational areas. The information to be collected will help develop TVET profile data base and for making an informed decision for the screening of best TVETS to partner with and provide scholarship to selected TOP candidates. Specialized trainings are needed to improve specific skill sets of TOPs (gender and disability inclusive) by offering short training courses on related skills (technical, management, marketing, etc). In this regard knowledge about the status of TVETS in PRIME invention areas is pertinent. This study is an attempt to cover the status of formal and non-formal technical and vocational education and training in the PRIME operational areas by Haramaya

University (HU) - an institution which is primarily mandated to support PRIME project with research, consultancy and advocacy. To facilitate the decision for inclusive training opportunities and employability of TOPS, HU developed a concept note for the assessment of the Profile of TVETs in PRIME mandate areas. The study was carried on 18 institutions composed TVETS, Polytechnic colleges, driving license institutions, and health science colleges. Haramaya University (HU) has carried out a survey on the profile of TVETS operating in PRIME operational areas in the three clusters and prepared a summary report for PRIME partners' reference.

Apart from the above purpose, the study of conducting the present TVET mapping could be taken as a strategic activity to map the existing stakeholders and their interests in TVET; past experiences and good practices regarding demand and supply of TVET; and strong and weak elements of the TVET sector. The importance of the mapping exercise lies in the establishment of future relevant partnership and design activities with them to improve TVET provisions. The results of the mapping process will function as a guide for TVET further development and strengthening partnership and produce partnership proposals.

## **1.2. Objective**

The overall objective of this sub-activity is to develop a knowledge base relating to the profile of TVETS in PRIME intervention areas. Profile in this context includes but not limited to number and type of program, services delivery, management/administration systems, enrolment potential, staff capacity, admission criteria, and marketability of their program.

Research questions:

1. What kinds of non-degree and pre-employability support institutions and programs are there in PRIME intervention areas (Eastern Somali Region, Southern Oromia Region, and Southern Afar Region)?
2. What are the profiles (as defined above) of both private and public TVETs in PRIME intervention areas?
3. What barriers do TVETs face to meaningful capacity development in creating productive employment opportunity in the community where they operate -either via entrepreneurship or employment?
4. What are the guiding policies for TVETs operation in the PRIME intervention areas?

The results of the sub-activity include:

- Summary of non-degree and pre-employability supporting institutions in PRIME intervention areas
- Excel data sheet summarizing TVETS Profile in PRIME intervention areas

Moreover, this study helps to describe the policy environment and the current situation regarding demand and supply of TVET, as well as to identify the performances, problems, strengths, weaknesses, opportunities and threats, lessons learned and options for (coordinated) support for the TVET sector in Ethiopian pastoralist areas. In addition, the mapping describes the main policies, actors and practices of the labour market and the relation of vocational education and work. The study also helps to inform the available skills inventory at lower level and medium level.

### 1.3. Methods

The three clusters, namely, Eastern Somali, Southern Oromia, and Southern Afar were considered in this study. Almost all training institutions operating in the PRIME operation area were included and a total of 18 institutions were surveyed. A college in Dire Dawa town is included in the study though it is out of the PRIME operation area because it is very close to the Shinelle Zone of Somali region where TOPs could be trained. The number of institutions surveyed in each cluster is presented in table 1 while the names of these each TVET with the respective contact details are attached in appendix A.

Table 1. Distribution of TVETs and Training Institutions Assessed by Cluster

S.No	Cluster	Number of TVETS/Training Institutions Assessed
1	Southern cluster	10
2	Afar	3
3	Somali	5
Total		<b>18</b>

Table 2. Distribution of assessed TVETs and Training Institutions by Towns/city where they are found.

<b>Town/city</b>	<b>Frequency</b>	<b>Percent</b>
Yabello	5	27.78
Moyale	2	11.11
Negele Borena	4	22.22
Awash	1	5.56
Gewane	1	5.56
Dire Dawa	1	5.56
Jigjiga	3	16.67
Werer	1	5.56
Total	18	100

Reviewing the available documents on TVET was one of the measures taken in generating data for this study. Data were collected based on checklists prepared characterizing the profile of TVETS and other technical and certificate level training institutions focusing on skill development. Moreover, brief discussions were made on issues of importance with key experts and officials of the Zonal TVET agencies, TVET principals and deans. Issues related to the structure and governance of the institutions, accreditation, admission criteria setting and existing inventory of training skills and knowledge accumulated by consulting various TVETS and Regional Technical and Vocational Education and Training Supporting Bureaus working in the pastoral areas. Personal observations were also made by researchers to verify the collected data and determine the conditions of physical infrastructure/facility. The study were carried out by a team of two research staff and supported by three field staff members in parallel sessions in Afar and Somali Region and Southern Clusters.

## **2. The context**

The 2007 Central Statistics estimate indicated that the total population of the country was 79,221,000 of which 50.1 % were males and 49.9 % females. The population of the country is increasing at the rate of 2.7% every year and this has become an additional concern to planners, development workers and the government at large.

About 17 % of the total population lives in urban settings and 83 % in rural areas. About 50 % of the population is between the ages of 15 and 54 and 4 % of the population is over the age of 60.

The Plan for Accelerated and Sustained Development to end poverty (PASDEP), Ethiopia second poverty strategy Paper, estimates that the country has to raise its average economic growth rate to 8% annually in order to achieve the Millennium Development Goals. According to the MOE, the major barrier to economic and social development is low skill level and very low average educational attainment characterizing the Ethiopian work force of around 35 million people. It is said that over 26% of the work force is unemployed in urban areas and a much larger figure in the rural areas.

The way out from the problem of poverty is thought to be comprehensive capacity building and human capital formation. In this regard, the Non Formal and Formal TVET institutions are expected to play key role in building the needed skilled, motivated and competent work force.

The accessibility of TVETS in the pastoral areas of Ethiopia is so limited as compared to those in the highland areas. Developing regions like Somali and Afar have very few public and private TVETs level training institutions. For instance Somali Regional State has only one polytechnic college (Jigjiga Polytechnic College) and two health Science Colleges (Jigjiga and Gode Health Science Colleges). Jigjiga Poly Technique has 25 different occupational fields in order to respond to the current market demand of the region and deliver acute and wide spread shortage of low and middle level technical workforce in the region. It acts as Cluster coordinating College for the whole private and public colleges found in the region. However, according to the regional TVET office, additional TVET Colleges are under construction at Gode and Kabridhar areas of the region. In similar manner, Afar Regional state has two public TVETs (Gewane ATVET which is the oldest and Amibara TVET which is outside PRIME area).

Because of their proximity to the northern Ethiopian Somali, TVETS in Dire Dawa Administration were targeted. Dire Dawa has two Public TVETS (Meles Zenawi Memorial TVET, and Ethio-Italian Poly Technique College). Meles Zenawi Memorial TVET has been operating since 30 years and has reach experience and capacity and diversified programs at all levels (Level I-V). The second TVET is established very recently and hence not captured in this study.

In the Borana and Guji pastoral Zones of Oromia, the study captured four public TVETS (Yablelo Polytechnic, Negelle Polytechnic College, Yabelo Oromia Pastoral Areas TVET, and Moyale TVET). Furthermore, one public health science college, Negelle Health Science College, has been included in this study. From the southern cluster, Negelle Polytechnic College has the highest capacity in terms of personnel, facilities and leadership. Due to lack of financial support to

pastoralist children in the region and subsequent increase in the number of dropouts, the college is performing under capacity.

## **2.1 Formal, Non-formal and informal TVET sector in Ethiopia**

Ethiopia is committed to participating in the competitive global market economy. This requires technical and professional citizens trained in the “ability to learn” and in specific occupations. Hence, Technical Vocational Education and Training (TVET) is often at the center of education aimed at marketable and entrepreneurial skills. Ethiopia is putting in place, in part via TVET, a comprehensive human resource development program. TVET provides training on market oriented programs based on the demand of industry for various target groups including: graduates of grade 10, school leavers, people who are in employment, school drop outs, and groups marginalized in the labor market.

TVET is seen as an overarching term to describe all modes of formal, non-formal and informal training and learning below higher education provided by all government and non government providers. The TVET aims to provide more TVET opportunities to a wide range of different groups including, school leavers, dropouts, people without formal education including illiterates, entrepreneurs and employees, farmers and their families, people from marginalized ethnic groups and other groups (Edukans Foundation (2009)).

It was with this vision that measures were taken to expand the formal and non-formal TVET program across regions and Woredas. Formal TVET has been provided mainly to secondary school leavers. Working people have also been benefiting from the program through evening classes and distance learning. Non-formal TVET has been offering training to a wide range of groups.

Informal TVET sector is also recognized and described as those operations which are unregistered and operating on a very small scale and with a low level of organisation. The informal sector operates without fixed locations or in small shops, outlets or through home-based activities. The government has little or no direct involvement in informal TVET in other words it is not supported, or regulated by the government.

## **2.2. TVET Enrollment**

According to the Education and Training Policy (ETP), the formal TVET system of the country requires completion of a tenth-grade education to obtain certificate, at various levels of



competencies (Level I-V). In order to provide options for the increasing number of school leavers, the Government embarked upon a massive expansion of formal TVET since 1993. The total enrolment in TVET in the year 2001 E.C. (2008/09) was 308,501. In the year 2005 E.C. (2012/13), enrolment has decreased to 238,884. The decline in enrollment might be due to underreporting of data. It is likely that enrolment and institution figures are higher than indicated in this document because there are government and non-government TVET institutions in Harari, Somali, and Benishangul Gumuz which were not reported. In addition, some TVET centers have been opened in various universities and their enrolment and staff have been reported as part of the higher education, rather than as part of the TVET system.

Table 2 shows that, in the year (2012/13), female enrolment constitutes 51.2% of total enrolment, indicating a relatively good gender balance at the national level.

Table 2: Number of students by sex and gender

Sex	2008/09	2009/10	2010/11	2011/12	2012/13	Average annual growth rate
Male	165,910	196,937	199,799	173,148	116,457	-8.5
Female	142,591	158,483	171,548	157,261	122,427	-3.7
Total	<b>308,501</b>	<b>353,420</b>	<b>371,347</b>	<b>314,159</b>	<b>238,884</b>	-6.2
% of Females	50.3	43.9	48.0	46.2	51.2	

Source: MOE, Annual Statistical Abstract 2013

Note! The actual enrollment data could be higher than that shown in the table above since data from Afar, Somali, Gambela and Harari regions was not included.

The 2012/13 data in Table 3 shows a total of 238,884 students in regular, evening, summer, and distance learning programs. Oromia and Amhara had the largest enrolment of TVETS followed by SNNP.

Despite the enormous expansion of formal TVET program, it only caters for less than 3% of the relevant age group. Enrolment figures in formal TVET programmes show a considerable gender disparity with about 51.25% female students. Besides girls are over proportionately represented in commerce and typical female occupations such as textiles and hospitality, and underrepresented in traditional technical occupations.

Table 3 TVETS enrolment by Region, Level, and Sex (2012/13)

Region	Level 1		Level 2		Level 3		Level 4		Level 5		TOTAL		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Tigray	1503	1017	1869	1584	1355	817	1424	2568	225	243	6376	6229	12605
Afar			193	136	111	59	513	376			817	571	1388
Amhara	529	720	7708	7275	5783	12510	7287	11320	867	675	22174	32500	54674
Oromiya	2066	2079	20092	15177	9742	11115	9526	11866	585	466	42011	40703	82714
Somali													
Benishangul Gumuz													
SNNP	4340	4751	11024	8477	7304	7171	3415	3629	835	716	26918	24744	51662
Gambella	105	126	61	51	58	27	33	33			257	237	494
Harari													
Addis Ababa	3202	2703	4961	3998	4204	5324	3184	3158	175	277	15726	15460	31186
Dire Dawa	249	118	747	612	497	559	608	652	77	42	2178	1983	4161
<b>Total</b>	<b>11994</b>	<b>11514</b>	<b>46655</b>	<b>37310</b>	<b>29054</b>	<b>37582</b>	<b>25990</b>	<b>33602</b>	<b>2764</b>	<b>2419</b>	<b>116457</b>	<b>122427</b>	<b>238884</b>

Source: MOE, Annual Statistical Abstract 2013

Note! The actual enrollment data could be higher than that shown in the table above since data from Somali, Gambela and Harari regions was not included.

In 2012/13, there are 437 TVET institutions in the country under both government and non-government ownership. By 2012/13, the number of TVET institutions in Ethiopia is 437 with 12,779 trainers.

Table 4 Number of TVET's Institutions and Trainers in Ethiopia (2012/13)

Region	No of TVET Institutions	No. of Teachers (Trainers)		
		Male	Female	Total
Tigray	40	1,226	254	1,480
Afar	2	26	5	31
Amhara	74	2,113	432	2,545
Oromiya	212	4,512	783	5,295
Somali				
Benishangul Gumuz				
SNNP	65	1,496	276	1,772
Gambella	3	44	3	47
Harari				
Addis Ababa	33	964	322	1,286
Dire Dawa	8	297	26	323
<b>Total</b>	<b>437</b>	<b>10,678</b>	<b>2,101</b>	<b>12,779</b>

Source: MOE, Annual Statistical Abstract 2013

Note! The actual data could be higher than that shown in the table above since data from Somali, Gambela and Harari regions was not included.

### **3. Inventory of accredited TVET and Certificate Level Training Programs**

The types of institutions assessed in this study were 9 TVET colleges, 3 drivers' training centers, and 6 health and general colleges. About 11 of them are government owned while the rest are private. In addition to private and public formal TVET colleges and institutions, there are also adult training centers in many districts. For example in Borena Zone of Oromia regional state, there are 7 adult training centers aimed at giving different skill trainings for any interested citizen. One of such centers was included in this study and we have learned that these centers are mostly under staff and remain idle. The zonal TVET office stated that some of such centers are also not functional.

The study confirmed that the TVET colleges and other institutions give both formal and non-formal (short term) trainings in various fields of studies. The formal training provided by TVET colleges is ranging from level 1 to level 5 given in a time span of 3 months to 3 years. Curriculums aimed at satisfying the current labor market demands are designed and trainings in different areas including automotive, building construction, electrical & electronics, metal engineering, ICT, water resource, agriculture, textile and garment, and business development are implemented. In order to distribute employment opportunity for large number of individuals, trainees are required to specialize in one specific skill. For instance, building construction is split into 13 different areas specialization and each of them is given as a separate discipline. Some TVET colleges like Gewane (in Afar) and Oromia pastoral areas TVET (Yabello) have confined themselves with agriculture related disciplines aimed at assisting the agro-pastoral community. The health colleges also provide a number of trainings in health science while the general ones are usually the private colleges that offer health, technical and business related trainings.

The drivers' training institutes are also available in all clusters and give driving skill trainings in different levels ranging from motor cycle to freight 3. All of such types of institutions are private. However, the government TVET colleges have also started giving this training. For instance, Meles Zenawi memorial TVET in Dire Dawa and Jigjiga Poly Technique Colleges in Jigjiga town give driving skill training with other courses. The study also revealed that almost all of the institutions also provide the short term trainings for any interested group in many areas including skill gaps in the previously stated disciplines, entrepreneurship, and Kaizen. The types of training programs being offered in each of the surveyed institutions is attached in Appendix B.

### *Employability Conditions*

Ideally, the labor market assessment considering both the supply and demand sides of the market should be done in order to have a full picture of the employability conditions of trainees. In this study, attempt was made to assess the employability of graduates of TVETs in different areas of specialization by asking the training institutes. Deans in these institutes confirmed that market assessment is normally conducted by TVET colleges, TVET agencies, and other concerned government offices before trainees are enroll in a program to ensure their employment after they graduated. This action enhanced the employability of qualified trainees. Most of the TVET graduates are expected to establish their own enterprise by contributing 20% of the start-up capital from own source and the rest from government credit. In this respect, limited capacity of trainees to save 20% of the required capital as a pre-requisite to get credit as well as the delayed and inadequate credit access jeopardizes employment opportunities, especially for low resource TOPs. Some graduates also get employment in public and private industries even before their graduation. For instance, many TVET students in Dire Dawa were employed in Ethio-Djibouti rail way projects when they went there for practical training, as a dean explained. In some field of studies, like health, employment is immediately offered by the government if a candidate passes the CoC exam.

## **4. Training Requirements and Capacity Assessment of TVETs and Other Institutions in PRIME operational Areas**

### **4.1. Admission Criteria**

Training institutions were found to apply the admission criteria cascaded from the TVET commission of their respective regions. According to the information obtained from the zonal level TVET offices, admission criteria are set centrally on annual basis. Nationally, about 60% of the grade 10 completed students are expected to join TVETs while the rest 40% will join preparatory school and then universities. Such policy directives affect the cutting points or criteria of admission of higher level trainings. For formal trainings given from level 1 to 5, completion of grade 10 is a must while anyone including the illiterates can join TVETs to take non-formal or short term trainings in the area of their interest. The entry requirements for each level of formal training vary by locations (developed region versus developing/pastoral regions/areas) and sex. The requirement is lower for students in pastoralist areas as well as females. The admission requirements for different

types and level of trainings applied for this academic year (2013/14) for all of the PRIME operation clusters are attached in Appendix C.

As far as the admission seasons are concerned, most of the institutions (65%) surveyed do not have a fixed period of admission. They do admit students at any time and start the training as long as the minimum number of students (usually 10) is registered for a program. The rest opted to have the fixed admission period usually starts in October and ends in June. This is only true for formal trainings given by colleges. However, for drivers' training institute and any other short-term skill trainings, admission is made at any time of the year.

#### **4.2. Capacity of Institutions**

This study tries to assess the capacity of the training institutions in PRIME operation area in terms of physical infrastructure, facilities, staff availability and quality as well as student enrollment capacity. The number of class rooms, workshops and the seat capacity of all the class rooms owned have been documented to judge the facility conditions of the institutions. As it can be seen in table 3, on average, about 14 class rooms with a mean seat capacity of 613 students at a time are owned by a training institute. Of all clusters, the maximum capacity in terms of these facilities including workshop is located in the eastern cluster since it consists of giant and old TVETs like Meles Zenawi Memorial TVET (previously called Dire Dawa TVET) and Jigjiga Poly Technique Colleges.

The observation made during the data collection also confirmed the fact that having a building for class rooms and workshops is not a problem of TVETs. Most of them also have beautiful campuses convenient for teaching-learning activity. The difference, however, comes on the teaching equipments their workshops and laboratories possess. In this respect, poly technique colleges like Negelle Borena, Yabello, Jigjiga and Dire Dawa poly technique colleges have very good facilities. while the newly established TVETs like Moyale are lagging behind.

Table 3. Average Number of different facilities the surveyed institutions owned

Facilities	Eastern cluster			Afar cluster			southern cluster			All cluster		
	Mean	Min	Max	Mean	Min	Max	Mean	Min	Max	Mean	Min	Max
classroom	27	13	60	33	18	48	6.3	2	12	14.3	2	60
seats	1154	640	2400	1320	720	1920	288	40	700	613	40	2400
workshop	10	6	17	5	5	5	3.5	1	7	5.2	1	17

When the capacity of institutions in terms of human resources are assessed, most of them have the required number of staffs with qualifications ranging from level A (degree holder) to level C(qualified TVET graduates). The average number of both teaching and administrative staffs of institutions aggregated by clusters is presented in table 4 while the case of each institution can be seen in the row data of this study. The staff profile of TVETs should be observed in comparison with the number of student they enroll. In this regards, TVETs in Afar cluster have better student-staff ratio while the remaining two have moderate and comparable numbers of teaching staffs. However, the most important human resource related problem of TVETs is lack of staff development activity. Most of the instructors do not get the chance of attending further study and thus there is high staff turnover. In some TVETs, especially the Poly technique colleges, expatriate staffs coming from Cuba, Philippines, Korea and Germany give technical support.

Table 4. Average number of staffs in the institutions

cluster \ Staff Type	Eastern	Afar	Southern	All
Teaching Staff	90	55	14	38.3
Administration Staff	80	13	12	28.8

Another important factor used to determine the capacity of institutions is the student related statistics. Table 5 shows the mean number of students graduated from the institutions since their establishment aggregated by clusters. Clusters, like the Eastern, composed of the oldest institutions have produced much more number of skilled manpower. Again, in areas where graduates have better market access, community has better awareness about the TVET, and with a good supply of the institutes themselves much more students per colleges are enrolled. On the other hand, the disadvantaged areas like Afar and Southern clusters have less numbers of students attending TVETs. The common feature of all clusters and individual colleges is that they operate below their capacity. As one can see in table 5, on average training a given institution in the PRIME operation area can host about 992 students at a time though the actual enrolment is about 447 per college. This means

TVET colleges have utilized only 45% of their capacity. TVET colleges in southern cluster are the most resourceful but the least utilized centers as poly technique college of Yabelo and Negelle have only few students. This is owing to the low awareness of students and their families about the job opportunities following the training. As a result, TVETs considered in this study confirmed that they will come any formal or non-formal trainee as long as the entry requirements are met.

Table 5. Mean Admission capacity and student enrollment of institutions

Variable	Cluster			
	Eastern	Afar	southern	All
Number of previous graduates per institute	10982.3	2986	965.8	3848.7
Number of students currently enrolled per institute	1370	236.3	234	447.4
Enrollment capacity per institute	3200	382.5	637.4	992.5

### 4.3. Fees and other costs of the training

Basically, there are a number of costs involved in attending a training including the direct and indirect or implicit and explicit costs. In this study, the fee a trainee is expected to pay (as part of a direct cost) is considered and documented. Costs trainings related to tuition and registration fees depend on the ownership structure of the training institution. Normally, such costs are much higher in private TVET colleges that in the publically owned ones. In all most all of the government TVET colleges, regular students are only expected to pay a registration fee, usually ranging from 100 to 200 Birr, when they are admitted. There are also some instances where even such registration fees are waived. Because most of the running costs of such institutions are covered from the government treasury. However, any student interested to attend his training in extension class (either night or weekend) is expected to pay, on average, Birr 150 per month since payments for instructors should be covered through this way (table 6).

On the other hand, each student should pay a monthly payment of Birr 310 and 276 for regular and extension classes, respectively, if they attend private college /table 6/. The payment made to driving skill training varies by the type of vehicle for which a driver is trained. The cost varies with the duration of the training. The training periods last one and half month for Motor Cycle and about 3 months for the other higher level driving licenses. Average fees required to finish a drivers' training and get licensed ranges from about 2392 for motor to 9775 for public II. The

drivers' training cost in government TVETs are about 25% less than their private counterparts. The problem is most of the government TVETs surveyed (except Jigjiga and Meles Zenawi Memorial in Dire Dawa) do not give this training.

Table 6. Average amount of Fees charged by TVET colleges and deriving license institutions (in Birr)

Variable	Mean	Std. Dev.	Min	Max
<b>Fee for subject oriented trainings</b>				
Private regular per head per month	310	65.6	250	380
Private extension per head per month	276.7	92.9	200	380
government regular per head per level	138.3	70.8	0	200
government extension per head per month	150	42.0	100	200
<b>Private drivers' training fee</b>				
Motor Cycle	2391.7	444.6	2000.0	2875.0
Taxi 1	3233.3	686.6	2800.0	4025.0
Taxi 2	5405	.	5405	5405
Public 1	6825	690.5614	6100	7475
Public 2	9775	.	9775	9775
Freight 1	5955	742.681	5100	6440
Freight 2	8360	953.5722	7600	9430

Generally speaking, the tuition fee of all colleges including of the private ones seems fair. The most challenging cost for the trainees especially for those coming from pastoralist area is the living cost. Since pastoralist have mainly live animals, milk and meet (perishable products) at home, they do not have cash or grain to be given for their children who should go to towns to attend trainings. As a result, many of them are remain in extreme hanger or forced to be dropout of school. As college deans in southern cluster stated high living expenses cause the freely provided public TVETs to operate under their capacity. High school students in some pastoralist areas learn in boarding school where accommodation and meal are provided for free. But, all these encouraging factors are abandoned when pastoralist students join post-high school education and cause low motivation to learn. A driving license institute in Negelle town also reported that more than 100 individuals could not pay and take their driving license though the finish the training because of low purchasing power of the trainees.



## **5. Collaboration of TVETs with Stakeholders**

The TVET colleges operating in PRIME operation area do collaborate with government and non-government institutions as well as private enterprises for the betterment of their operation. Mercy corps, world vision, JAPIGO, TFE-Germany, UNHCR, ARRA, Save the children-UK, PCCR, and Toleni University are the international NGOs found to collaborate with the TVETs though the relationship is not that much strong. There are also government offices with which TVET colleges are closely working. The health related colleges have a strong relationship with hospitals and health centers where as other TVETs do usually collaborate with district level offices of TVET agencies and micro and small scale enterprises, and women and youth affairs, among others. Getting material, technical and support, securing places for practical trainings, special trainings agreements and student admission are the major areas of collaboration. For instance, the UNCHR agrees with TVETs in eastern cluster to training students from the refugee family. In net shell, TVET colleges in PRIME operation area looks for other strong collaborations and the previous ones were not significantly benefiting and strong.

## **6. Challenges and Future Plans of the Institutions**

Institutions were asked as to what kind of challenge they do face in their day-to-day operation. The problems raised by the institutions can be summarized as follows.

- Shortage of training facilities especially in newly established public institutions and all private colleges
- Lack of staff development and high staff turnover
- Rigid financial and procurement rules
- Poor Coordination and communication among stakeholders
- Less support of the government to the private colleges
- Delayed arrangement of exit exam given by the government agency (especially for drivers' training)
- High dropout rate of students
- Limited financial capacity of students to pursue their study and create their own job
- Trainees wrong desire and tendency to expect employment from other than creating it

- Logistics problem like transportation service and water supply, especially for those established far from the urban centers (Moyale Poly technique college is an example)

Launching new long term and short term training programs, expanding partnership and improving the physical and human resource needs are the major future plans of the surveyed training institutions.

## 7. Concluding Remarks

This study was conducted mainly for assessing profile of Technical and Vocational Education and Training institutes located in PRIME operation areas, named, Eastern, Afar, and Southern clusters. A total of 18 public and private institutions were surveyed and the following conclusions were reached.

- Most of the established training institutions, especially the Poly technique colleges, have good training facilities and they also serve as a coordinator of other TVETs in their surroundings. Though the government has shown a good commitment to strengthen TVET, there are still gaps that need attention of all development partners in fulfilling the training facilities and qualified staffs, particularly for the newly open and private institutions.
- Generally, Negelle poly Technique College, Meles Zenawi Memorial Poly Technique College and Gewane agriculture TVET College were found to be the most equipped and strongest college in Southern, Eastern and Afar clusters, respectively.
- Large numbers of training areas are offered in different colleges and most of the courses are designed to enable much of the trainees to create their own job and some other to feed the newly growing industrial and construction sector getting employed in it. Formal trainings given from level 1 to 5 are only accessible for those who have completed grade 10 while the short term trainings provided by all institutions are open for any one at a very low or no tuition fee. And, for all types of trainings in all areas covering living expenses is much more difficult than paying school fees.
- Almost all the institutions are operating below their capacity because attending TVET is considered as a last resort by many high school graduates and some of them also need immediate employment following the economic problem they face.

- Colleges considered in the study were found to have some experience of collaborating with national and international institutions and they warmly welcome any interested institution for any kind of partnership.
- Ensuring the employability of trainees before they start training is given higher emphasis by stakeholders. However, the requirement of 20% personal saving to get credit remains unaffordable for many trainees in the pastoralist area. This coupled with the delayed credit access and other bureaucracies challenges the employment opportunities of trainees.
- Further study should be made on the labor market assessment by taking into consideration both the demand and supply side of the market in which trainees and employers side information could be well documented

## APPENDIX A: Name and addresses of surveyed TVETs

Name	Cluster	Contact Person	Town	Telephone Address
Jigjiga poly technique college	Eastern cl	Oumer tahir	Jigjiga	915330731
Jigjiga Health Science College	Eastern cl	Deak Abdulahi Bural	Jigjiga	915330880
Lucy TVET college	Afar clust	Habtamu Amante	werer	911928829
Meles Zenawi memorial TVET college	Eastern cl	Bahrudin Yusuf	Dire Dawa	251113266
Horn International College	Eastern cl	Akalu Tilahun	Jigjiga	913777676
Gewane agriculture TVET college	Afar clust	Solomon Bekele	Gewane	910375305
Yeteem children and destitute mother fund	Afar clust	Abebe Yimam	Awash	923083307
Sydney drivers' training Institute	Southern c	Yonas Abebe	Yabello	911592937
Negelle Health Science College	Southern c	Mohammed Ilala	Negele	916835562
East African College	Southern c	Molla Salessa	Yabello	0916582735/0464460573
Yabello TVET center	Southern c	Kedja Ali	Yabello	0920360315/0464460643
abdi Boru Drivers' License	Southern c	Endashaw Driba	Negele	0916859534/0464451029
Moyale TVET college	Southern c	Getachew Bekele	Moyale	913776883
Negelle poly technique college	Southern c	Haile Horo Dubie	Negele	910682829
yabello poly technique college	Southern c	Aden Aweke	Yabello	0916335989/0464461055
miwama technology college	Southern c	Tewodros Tesfaye	Negele	0464450397/0916850149
Teserobera drivers' training institute	Southern c	Tewodros Tadesse	Moyale	924352387
oromia pastoral areas' TVET college	Southern c	Dida Kamfarie	Yabello	464460233

## Appendix B: Inventory of formal and non-formal trainings

S.No	Institution	Name of Occupational Area	Formal Trainings in different Levels					Non-formal Training
			level I	Level II	Level III	Level IV	Level v	
1	Negelle Poly Technique College							
		Concret works		×				Manufacturing
		Mansonry works		×				Construction
		Building metal works		×				Agriculture
		Data Base Administration			×	×		Service
		Hardware and network servicing			×			Trade
		structural construction works	×					Business skills dev't
		Bar bending and concreting		×				Coble stone
		Basic infrastructure operations	×					
		Road civil works		×				
		Sanitary installation		×				
		welding			×			
		Information Technology Support Service		×				
		Building Electrical Installation		×				
		Basic Electronics Communication		×				
		Metal engineering Management					×	
		Building construction Management					×	
		On-site Building Construction				×		
		Hardware and network servicing			×			
		Hardware and networking			×			
2	East African College							
		Animal health		×	×	×		Business skill devt
		Coop Management		×	×	×		Saving skills devt
		Natural Resource		×	×	×		Family planning
		Information Communication		×	×	×		

		Technology						
		Accounting		×	×	×	×(Degree )	
		Management					×(Degree )	
		Business management					×(Degree )	
		Sociology					×(Degree )	
		Nursing					×(Degree )	
		Marketing					×(Degree )	
		Rural devlopment and Agri Exten					×(Degree )	
3	Tasa Roba Driving License Institute							
		Freight I						
		Freight II						
		Public I						
		Public II						
		Bajaji						
		Motor						
4	Moyale TVET							
		Road Civil works	×	×				Welding
		Basic Electrical and Electronics	×	×				Dress making
		IT	×	×				Embroidery
		Masonry	×	×				Funinture making
		Furniture Making	×	×				
		Welding	×	×				
5	Yabelo TVET CENTER							
								Masonry
								Auto engine
6	Abdi Boru Driver's and Mechanics Training Institute							

		Motor						
		Taxi-I(Bajaji)						Mechanics
		Taxi-II(Minibus)						
		Freight -I						
		Freight -II						
		Public-I						
		Public -II						
7	Mewama Technology College							
		Surveying				×		
		ICT/Data base		×		×		
		Accounting		×		×		
8	Meles Zenawi Memorial TVET							
		Surveying	×	×	×	×		
		Drafting	×	×	×	×		
		Masonry	×	×	×	×		
		painting	×	×	×	×		
		automotive	×	×	×	×		
		electricity and electronics	×	×	×	×		
		general metal fabrication	×	×	×	×		
		ICT	×	×	×	×		
		Catering	×	×	×	×		
		Waiter service	×	×	×	×		
		Hair dressing	×	×	×	×		
		Textile and garment	×	×	×	×		
		business dvet&entrepreneuership	×	×	×	×		
		driving license	×	×	×	×		
		Automotive	×	×	×	×		
		Electirical electronics					×	All the formal
9	Gewane Agricultural TVET							
		Plant Science	×	×	×	×		Irrigation
		Animal Science	×	×	×	×		Dairy
		Natural Resource	×	×	×	×		Fattening
								Marketing
								Vegetables

								Horticulture
								Spicy
								Env'l Protection
10	Jigjiga Health Science College							
		Midwifery				×		First aid to policemen
		Clinical nursing				×		
		Public Health				×		
		Pharmacy				×		
		Medical lab				×		
		Health Information				×		
		Anesthesia				×		
		Health Extension ®				×		
		Accelerated midwifery ®				×		
11	Horn International College-Jigjiga							
		Clinical nursing				×		IT
		Midwifery				×		Others on demand
		Human resource Management			×			
		Pharmacy			×			
		IT			×			
12	Jigjiga Poly Technique College							
		General drafting technology					×	Furniture making
		Surveying					×	Hotel management
		Sanitary				×		Painting
		Furniture					×	Textile and garment
		Water system Construction				×		Cobblestone
		Water system distribution				×		
		Electro mechanical equipment					×	
		Automotive engine			×			
		Automotive Electricity				×		
		Hardware networking				×		



		Database administration				×		
		General metal Fabrication				×		
		Building electrical Installation			×		×	
		Industrial electrical Machine and drive				×		
		Consumer electronics				×		
		Front office operation				×		
		Gender and development				×		
13	Yabello Poly Technic College							
		Auto engine	×	×	×	×	×	All of the formal
		Welding	×	×	×	×	×	
		Basic Electronics and Electric	×	×	×			
		Building electrical Installation	×	×	×			
		Furniture making	×	×	×			
		concrete works	×	×	×			
		Masonry	×	×	×			
		Labor Based Road Construction and Meint.	×	×	×			
		Information Technology and Support Service	×	×	×			
		Sanitary Installation Work	×	×	×			
		Carpentry and Joinery	×	×	×			
		Hair dressing	×	×	×			
		Dress making	×	×	×			
		Finishing construction work	×	×	×			
14	Oromia Pastoral Areas TVET College- Yabelo							
		Animal science	×	×	×	×		Entrepreneurship and business skills development
		Natural resource management	×	×	×	×		Industrial extension programs
		Animal Health	×	×	×	×		Kaizen
		Crop Production and Marketing	×	×	×	×		Agricultural technology

								technical skill training
15	Lucy TVET College(Werer Afar)							
		Automotive	×	×	×	×		Electro mechanics
		Building construction	×	×	×	×		Plumbing
		Electricity and electronics	×	×	×	×		Irrigation
		Metal engineering	×	×	×	×		Welding
		ICT	×	×	×	×		Carpentry
		Water resource	×	×	×	×		House sanitation
		Business and Finance	×	×	×	×		
16	Yetem Children and Destitute Mother's Fund							
		Basic Computer Skill	×					
		Computer Maintenance	×					
		Surveying	×					
		Embroidery	×					
17	Sydney Driver's Training Institute							
		Motor Cycle						No short term training
		Bajaji(Taxi-1)						
		Public -1						
		Freight -1						
		Freight -2						
		Freight-3						
		Auto mechanics						
18	Negelle Health Science College							
		Nursing(Public and Clinical)				×		Urban health extension
		Midwifery				×		
		Health Information Technology				×		
		Rural Health Extension			×	×		
		Urban Health Extension				×		

## APPENDIX C. Admission criteria for TVETS in 2013/14

### Admission C.1. Admission criteria for TVETS in 2013/14 applied for developed regions

	Region	Cluster	Sex	Level				
				level I	Level II	Level III	Level IV	Level V
1	Oromia	Southern	M	Grade 10 Complete	Grade 10 Complete	2.29 and above	2.29 and above	2.29 and above
			F	Grade 10 Complete	Grade 10 Complete	2 and above	2 and above	2 and above
2	Afar	Afar	M	Grade 10 Complete	Grade 10 Complete	2 and above	2 and above	2 and above
			F	Grade 10 Complete	Grade 10 Complete	1.8 above	1.8 above	1.8 above
3	Somali	Eastern	M	Grade 10 Complete	Grade 10 Complete	2 and above	2 and above	2 and above
			F	Grade 10 Complete	Grade 10 Complete	1.8 above	1.8 above	1.8 above

### Admission C.2. Admission criteria for TVETS in 2013/14 for applied for developing regions or pastoral areas

S.No	Region	Cluster	Sex	Level				
				level I	Level II	Level III	Level IV	Level V
1	Oromia	Southern	M	Grade 10 Complete	Grade 10 Complete	2 and above	2 and above	2 and above
			F	Grade 10 Complete	Grade 10 Complete	1.8 above	1.8 above	1.8 above
2	Afar	Afar	M	Grade 10 Complete	Grade 10 Complete	2 and above	2 and above	2 and above
			F	Grade 10 Complete	Grade 10 Complete	1.8 above	1.8 above	1.8 & above
3	Somali	Eastern	M	Grade 10 Complete	Grade 10 Complete	1.8 above	1.8 above	1.8 & above
			F	Grade 10 Complete	Grade 10 Complete	2 and above	2 and above	2 and above

### Appendix C.3. Admission Criteria for Driving License Institutes

Type of License	Educational Requirement	Minimum age limit
Motor Cycle	Grade 4 completed	Not less than 18
Bajaji(Taxi)	Grade 4 completed	not less than 24
Public	Grade 8 completed	not less than 24
Freight	Grade 8 completed	not less than 20