

# **A Capacity Development of Trainers on Greening TVET in the Polytechnic Colleges of Ethiopia**

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# **Outline**

## **1. Background**

### **➤ Ethiopia**

### **➤ TVET in Ethiopia**

## **2. Capacity Building of Trainers' on Green TVET Project**

### **➤ Specific objectives**

### **➤ Project Out puts and Activities**

## **3. Opportunities**

## **4. Challenges**

## **5. Way Forward ( Paths to Greening TVET)**

# 1. Background

## Ethiopia

- Horn of Africa
- estimated population of more than 120 million
- the second largest populous country in Africa.
- ratified the Paris Agreement and has identified the need for skills development in climate change adaptation.

- Agriculture is the mainstay- employs 70% of the population
- **Half of the total population** constitutes the *active labor force*, *unemployment* is still a glaring problem in the country.

### **TVET in Ethiopia**

- TVET- *human resource development (HRD)* by enabling individuals to be on their own.
- prepares trainees for paid jobs or self-employment
- offered in *educational institutions* and the *workplace*
- An attempt to introduce technical education- **Gafat** in the early 1860s.
- **1942** the 1<sup>st</sup> TS was established - the *Addis Ababa Technical school*
- 1952 the 2<sup>nd</sup>, TS the *Asmara Vocational School*
- there is **expansion** in the Ethiopian TVET programs.

- the total *number of TVET institutes* in 2018 was **1,672** (of which 670 were public, 952 private & 50 NGOs).
- the system needs to travel a long distance to *improve quality of education*.
- The system *lacks relevance*

- Ethiopia, has now caught on to providing education that contains *green elements*, such as *Green economy*, *Green technology*, *Green education*, and *Green skills*
- Focuses on **skills** that will help preserve and conserve *the environment*
- **sustainability-related curriculum** plays an important role in educating students to acquire awareness of the environment.

- **TVET** plays an **important role** to the development of a **green economy** and **clean environment** conducive to overall economic growth
- **TVET** must be involved in providing training to minimize and reduce the **impact of climate change** and **environmental degradation** in Ethiopia
- graduates need to have the skills pursued in a globalized world

- Investing in **greening TVET** is critical
- **Green TVET** is **narrowly understood** with limited linkage to the development objectives of Ethiopia
- the whole **institutional approach** to greening TVT is **missing**.

- *Professional development of trainers* in **greening skills** is vital for the overall success of green TVET

## 2. **Capacity Building on Green TVET Project**

- Our project focuses on *building the capacity of trainers in the Polytechnic Colleges* on green TVET in Ethiopia.
- It mainly focuses on **academic teaching** informed by *a rapid assessment* to identify skill gaps on green TVET i.e. ( Research + Academic Teaching)

## **Specific objectives** include:

- Identify the **existing skill gaps** of Polytechnic trainers' competencies in Greening TVET in Ethiopia.
- Develop a **training manual** for polytechnic trainers on the skill gaps identified related to green TVET.
- Provide **training of trainers** ( ToT) for polytechnic college trainers on Green TVET so that they are able *to incorporate in their daily teachnig.*
- **Evaluate** the whole process of green TVET in the project.

- The **project idea** is guided by **merging two models**:
  1. a *holistic model* on greening TVET developed by Majumdar (2010), and
  2. *UNDP's (2009) model* on individual capacity development.
- The first holistic approach proposes *five dimensions of the greening TVET* framework at an institutional level emphasizing:
  - *green campus*
  - *green curriculum*
  - *green community*
  - *green research*, and
  - *green culture*.
- Guided the team to explore the contents of skill gaps of trainers on green TVET.

- *UNDP's (2009) model* is a *cyclic process* with five interrelated steps and activities.

## **Project Out puts and Activities**

- The project intends to achieve *four major outputs* by *conducting interrelated* and *interdependent* activities.

**OP1:** identifying *trainers' capacity gap* on green TVET through:

- conducting **desk reviews**
- conducting a *rapid assessment*, and
- *merging the results* from the two activities.
- a **small-scale survey** from sample experts-

### ➤ **KII & Questionnaire**

- **Merge** the results *to identify the existing skill gaps* of trainers.

**OP2: Benchmarking** to gain international experience on greening TVET

- *European experiences* and another visit to *South Africa* to get African experiences.
- **synthesization** of the best practices from the two visits to the Ethiopian context.

**OP3:** The **development** of a **competency-oriented training manual** that addresses the skill gaps for trainers.

- *determining the contents or skills* in green TVET relevant to the Ethiopian context,
- developing *a draft training manual* to be presented in *a validation workshop* for its *contents* and *pedagogical approaches* in the manual
- develop **the final edited training manual** and made ready for the training.

## **OP4:**The **implementation of the training**

- providing the training
- evaluating the status of the implementation, and the *training manual*
- Both **pre-**and **post-test** tools will be used
- **identify challenges** encountered by trainers and
- **suggest possible ways** to proceed during the **scale-up** of the training

### 3. Opportunities

- **Ethiopia** has faced the unprecedented challenge of **unemployment** on the one hand and **climate change** on the other.
- **Ethiopia** is now facing **a devastating climate-change** calling for *changing its economic policy*.
  1. In terms of **policy orientation**:
    - set a **resilient Economic Policy** and introduced **Technical and Vocational Education**
    - **National Adaptation Plan** for Ethiopia's Climate Resilient Green Economy (2019), and

- **TVET Policy and Strategy**
- **Green Legacy** advocated by the government
- supporting the **Climate Resilient Green Economy (CRGE)** for the country's development policy; and
- *training the workforce* to meet national and international standards for skilled labor and ensuring greening TVET for sustainable development

## 2. Job Opportunities

- **Eco tourism in Ethiopia:** in the hospitality and food service industry, *workers will carry out sustainable development* through **eco-tourism**, using renewable energy and practicing recycling of materials.
- **Green TVET** can add value **to the field of education** through these approaches:
  - encouraging problem solving in life (*life skills education*);
  - teaching the practices of *sustainable consumption and lifestyle*; and
  - imparting *entrepreneurial skills*.

## 4. Challenges

- General education and the TVET sector actors- **limited engagement** in supporting the implementation of Climate Resilient Green Economy (CRGE)- **lack of skilled human resources** and deficiency in **institutional capacity**
- The 2020 TVET Policy makes *provision on greening TVET*
- Green skills are needed to reduce environmental impacts

- **the call for the development of a policy intervention for greening TVET** is triggered by concerns about *climate change*, *environmental degradation*, and *scarcity of resources* placing great pressure on TVET
- *Trainers' lack of basic competencies* to include the *greening element*

- The **trainer–centered** and **theory-dominated approaches** practiced in TVET
- Factors such as the *TVET culture, society’s perception of the teaching profession, absence of evidence-based planning and interventions*, and *weak relationship*
- Concerning **greening TVET**, the concept is *narrowly understood* with *limited linkage*
- The whole *institutional approach to greening TVET* is missing

## 5. Way Forward ( Paths to Greening TVET)

- establishing a system for **awareness creation** on the roles and benefits of green TVET;
- *incorporating green TVET* in the TVET trainer program
- reviewing and **revising TVET curricula** to incorporate green courses and programs;
- developing *comprehensive green skill standards* and *certification system* in TVET; and
- *strengthening green values, ethical standards, attitudes,* and *behaviors* that respect green lifestyles

- **Green-skill elements** should be included in technical and vocational education
- The **policy makers in Ethiopia** should take the necessary actions such as *promoting basic skills*, and *green skills* so that well-equipped workers can meet the **new challenges** in their work place.
- **Coherent policies** must be introduced and there should be *coordinated implementation* of education and training for *sustainable development*.

THANK YOU

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