



# TVET COUNTRY PROFILE ETHIOPIA



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## Introduction

This report provides an overview of Ethiopia's state of Technical and Vocational Education and Training (TVET). The report reflects the TVET system in Ethiopia by providing background information on the policies, governance, private sector engagement and TVET indicators in relation to youth and skills development. The Ministry of Science and Higher Education (MSHE) is responsible for Ethiopia's TVET system. The TVET system is expanding rapidly in policy and development, and there has also been an expansion of TVET institutions. The Ethiopian government considers public TVET a key element to enhancing the private sector's productivity and competitiveness in the global market.

## Policies

The Ethiopian government has plans and policy frameworks to improve and develop the TVET system. These frameworks are designed to provide the necessary training and education that are geared toward the needs of economic and social sectors for employment and self-employment. The formulation and implementation of TVET policies is currently the responsibility of the Ministry of Science and Higher Education.

The Ministry of Science and Higher Education, based on the mandate given to it by proclamation 1097/2018, prepares and develops policy proposals to train the workforce to meet national and international standards for skilled labour along with other objectives. Until these days, the Ethiopian Education and Training was led by the Education and Training policy of 1994. In addition to the legislation the Education Sector Development Program V (ESDP V) 2015/16 - 2019/20 and an Ethiopian Education Development Roadmap (2018-30) strategies was passed to highlight the development of TVET.

The following documents provide contextual information on the education system and economic indicators in Ethiopia as they relate to the TVET implementation and policy.

**Ethiopian Education Development Roadmap (2018-30) Draft for discussion 2018** - this document highlights the development of TVET that are needed, in particular to:

- Devise an effective governance system especially through setting up of a national center for the development of training programmes and training manuals
- Create national councils for the development of skills, standards, training programmes and assessment tools
- Develop a reform programme for TVET delivery through the establishment of TVET universities for skills development to train higher-level technicians and technical engineers
- Improve TVET's image among students, parents, and employers through the implementation of targeted actions.

**Proclamation 1097/2018 - This** Proclamation redefines the organization, powers, and duties of the executive organs of the Federal Democratic Republic of Ethiopia.

**Education Sector Development Program V (ESDP V) 2015/16 - 2019/20** - The document highlights the challenges to be met through three components:

- Development of professional standards and evaluation
- Increase in the number of interns and development of institutional capacity
- Extension of industry and transfer of technology related to service provision.

**TVET Proclamation No. 954/2016** - Provides for the establishment of a national technical and vocational education and training qualifications framework which allows for a national, comprehensive, and



flexible certification system for the TVET sector by the Federal Technical and Vocational Education and Training Agency. The agency has the duty and responsibility of coordinating the overall technical and vocational education and training system by:

- Creating, enhancing, and strengthening outcome-based technical and vocational education and training system in the country
- Making training institutions incubators of micro and small enterprises and capacity building centres for job creation
- Developing the competitiveness of micro and small enterprises through the provision of industry extension services after identifying their skills gaps
- Creating an integrated and participatory working system for all stakeholders in the technical and vocational education and training system.

**National Technical and Vocational Education (TVET) Strategy (2008) -**

The TVET strategy aims to:

- Develop a comprehensive, integrated, decentralized and results-based system.
- Strengthen TVET institutions to turn them into technology centers.
- Create a coherent framework for all actors in TVET.
- Establish and consolidate institutions to implement TVET and to ensure a quality management system.

**Education and Training policy of 1994** - The goals of the 1994 education policy are to correct the acute shortage and inequitable access, inefficiency, low quality, low relevance, and undemocratic nature of Ethiopian education system.

**Governance**

The Ethiopian TVET system is fragmented. The Ministry of Science and Higher Education (MSHE) and is responsible for technical and vocational education and training (TVET) and the Ministry of Education (MoE) is responsible for basic and secondary education. These two Ministries formulate policies and guidelines, within the scope of its responsibilities, which are implemented by the various regional ministries.

TVET is governed at both federal and regional levels. The executive bodies at the federal and regional level take full responsibility, with the support of line ministries, for the implementation of TVET.

**Implementing Structures**

**Federal Technical and Vocational Education and Training (TVET) Agency (FTVETA)** -

The FTVETA is responsible for implementing the reform of the Ethiopian TVET system. It is also in charge of developing system reform policies and documents. The agency initiates labour market demand analysis and develops occupational standards in line with the TVET National Qualification Framework (NQF). Other activities include:

- Introducing different modalities of TVET including cooperative and in-company training
- Implementing the occupational assessment and certification system
- Capacitating public TVET institutions in terms of HR and infrastructure and supporting private TVET institutions.
- Providing industry extension services to micro and small enterprises
- Supporting technology transfer activities



### Regional level

The Ministry of Science and Higher Education (MSHE) works with regional education offices at the regional level as well as sub-regional education offices, which are located at the lowest level of the system.

The regional offices are responsible for the administration and management of TVET and teacher training programmes. Regional agencies are also responsible for the planning and monitoring of public TVET institution operations. They also support the development and maintenance of these institutions. The accreditation and regulation of private TVET centres also falls under the regional level of TVET.

### TVET Institutions

TVET institutions or training providers refers to any education and training institutions which are certified to provide basic training component of cooperative training, and includes:

- TVET polytechnics
- TVET colleges
- TVET institutes
- Skills development centres run by business enterprises and government and non- governmental organizations.

Training institutions are accredited by FTVETA which make a thorough evaluation of the preparation and readiness of the training institutions to run basic training courses provided at TVET institutions. Public and private TVET institutions and industry in-house training centres that have the minimum infrastructure facilities and human and material resources are required to deliver basic training and are eligible to apply for accreditation by local training authorities. There were more than 1 600 TVET institutions in 2021, both public and private.

Number and geographical distribution of TVET institutions

Public	673
Private	883
NGO	57
<b>Total</b>	<b>1 613</b>

### Funding sources

TVET in Ethiopia is mainly financed by federal and regional funding. The sources of financing for TVET include:

- Government allocations
- Community contributions
- Student fees
- Assistance from bilateral and multilateral donors and
- Income generating activities by TVET institutions.

### Private sector engagement

Public-private partnerships (PPPs) have become an important tool for the implementation of TVET programmes in some countries. Ethiopia is increasingly recognised for this kind of partnership to ensure sustainable development in the TVET system.

The private sector plays a role in the TVET system by providing needed resources, signing training contracts with education and training institutions to implement practical training, following up trainee performance and evaluation, and participating in occupational standard development and competency assessment. The private sector also contributes significantly through in-company TVET schemes and through widespread traditional apprenticeship training provided in the micro and small business sector. Some private companies have signed partnership agreements with TVET institutions to provide apprenticeship training.

Various bodies and initiatives form part of the PPPs and are responsible for bringing together a variety of social



Various bodies and initiatives form part of the PPPs and are responsible for bringing together a variety of social partners dialogue that reflects the views of the principal labour market actors in the policy-making process. Some of the actors include:

### Private sector associations

- **Ethiopian Employers' Federation** - responsible for fostering dialogue and partnership among the social partners, namely government, employers, and workers, for better cooperation. Conducts different training programmes, exchanges best practices among members and manages training, technical training, and development of training manuals.
- **The Confederation of Ethiopian Trade Unions (CETU)** - The Ethiopian Confederation of Trade Unions, also known as CETU, is an alliance of various trade unions in the country. The CETU is affiliated with the World Federation of Trade Unions.
- **Ethiopian Chamber of Commerce** - aims to create an enabling business environment and capacity in which the business community plays a leading role in the economy through evidence-based dialogue and partnership.
- **National Jobs Council** - the Jobs Creation Commission is established to drive job creation through innovation, coordination, and action.

### Informal TVET systems

Informal TVET in Ethiopia refers to a training programme that incorporates various un-structured TVET programmes. It covers aspects such training in the workplace, self-learning, practical learning, etc.

Another important informal TVET is traditional apprenticeships in small and micro-companies. The curriculum depended on the occupation and skills of the owner and focuses on transferring the existing skills to young apprentices in an informal and unstructured way. The government has little or no direct involvement in the informal TVET.

Although informal businesses and associated TVET training are numerous and widespread, the public and the economic sectors have not recognised informal training and its importance. However, by implementing an occupational assessment and certification system, the new TVET strategy has incorporated both formal and non-formal TVET systems. Non-informal systems include vocational training and community skills development centres (COSDECs) and non-governmental organisations.

### Teacher training

The TVET strategies recognise that teacher/instructor deficiency is a challenge in Ethiopia's development of TVET. There is a severe scarcity of TVET trainers in the TVET system. TVET teachers are trained in colleges which offer degrees and certificate programmes. Specifically, the Faculty of Technical Education offers programmes in construction and wood technologies, mechanics, automotive and electrical technologies, and Information and Communication Technology (ICT). The Faculty of Vocational Education offers programmes in fashion design and textiles and hospitality and tourism.

The following system is currently used to identify and educate TVET instructors. Students who finish and are successfully assessed at TVET level 4 have a choice of further education. They are certified to teach TVET levels 1 and 2 after completing their course. These teachers are termed Level C teachers. After qualifying as a Level C instructor, a person can attend specific training institutes for teachers for three to four years to become a Level B teacher. A fully qualified teacher who is competent to teach at all levels is a Level A teacher.

### Statistics

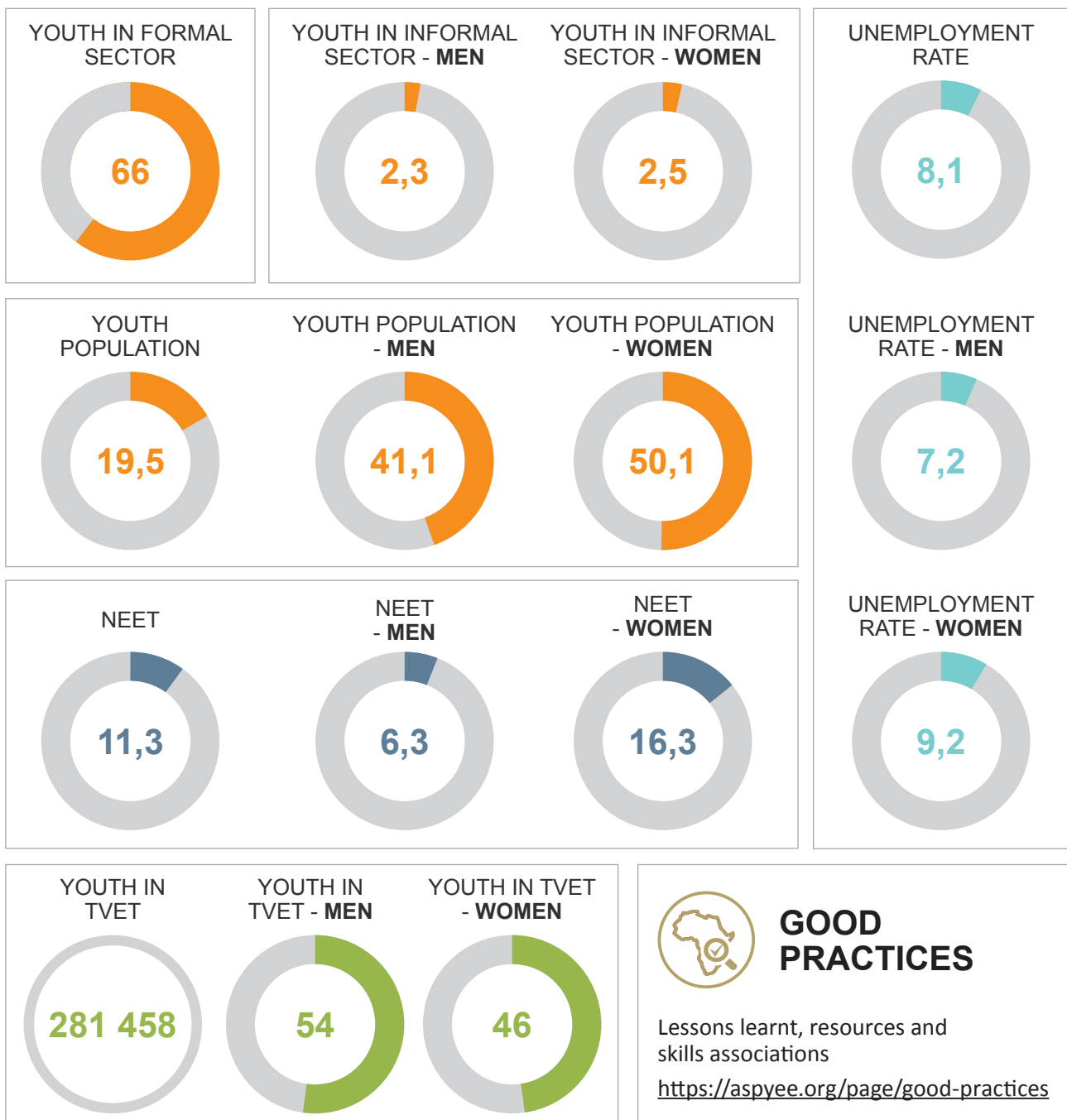
This section presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in Ethiopia from 2017 to 2021. Youth refers to persons aged 15-24 years.



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# TVET - COUNTRY LEVEL OVERVIEW ETHIOPIA





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