Part III
What Can We Learn from the Multi-Dimensional and Multi-Stakeholders Data? Insights from Ethiopia

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TVET sector in Ethiopia

- Dual system of cooperative training

Figure 1: Outcome-based organization of TVET system

Source: National TVET Strategy, 2008 and authors’ modifications
Multiple stakeholders data collection

- **1\(^{st}\) round**: Dec 2015 – Jan 2016
  - 13 Local factories; 19 workers
  - 5 TVET institutes; 30 Trainers
  - 9 assessors

- **2\(^{nd}\) round**: Sept 2016
  - 7 TVET; 162 students; 53 trainers

- **3\(^{rd}\) round**: Sept 2017 – Mar 2018
  - 2 Industrial parks; 22 factories; 588 workers
  - 5 TVET institutes; 30 Trainers
  - 7 assessors

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**Actual performance and self-evaluation**

- Vocational skills
- Cognitive skills
- Behavioral skills

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*TIDI: Textile Industry Development Institute*
Perception gaps

- Perception gaps of employability skills between supply and demand sides of skills
  - Factory managers have a greater appreciation for behavioral skills in new workers, such as discipline, punctuality and obedience, than TVET trainers have.
  - Ethiopian occupational standards emphasize these skills less than other skills.
  - Factory managers in the industrial parks highly grade the finishing skills of workers compared to factory managers of domestic firms.
Perception gaps

- Self-promotion gaps between employees and assessors (employers and trainers)
  - Employees highly self-promote themselves, especially regarding sewing and finishing skills
  - Self-promotion gaps are explained by personality traits such as agreeableness and grit.
Perception gaps

- Perception differentials of employability skills
  - Gaps in perception on employable skills are caused by different factors between teachers and students.
  - Teachers' perceptions are mostly influenced by their persistence on conventional approaches of teaching and the level of exposure to new approaches based on CBT.
  - Students' perceptions are largely based on their job aspiration and the motivation to attend the TVET program.
  - Students want to become entrepreneurs while the TVET system wants to make them factory workers.

a. Factory worker

b. Self-employed