

The impact of competence-based training on the employability of graduates in Ethiopia

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Presentation Outlines

- 1. Introduction**
- 2. Methodology**
- 3. Results**
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Introduction



Competence based training : employability related training process that determine graduate career (ILO , 2012);

Employability KSA: occupation related competences acquired through CBT that aid graduate employment (Hillage and Pollards, 1998 ; Holmes, 2001);

Program: service that college's provide in order to change the life of citizen (MoE,2008);

TVET programs: concerned with the acquisition of Kge, practical skills and attitude that leads to employment prospects and future income (Goncizi, 1996 ; Dicbois and Rothwell, 2004; Kathleen, 2006; MoE, 2008)

Policy context



- Demand-driven / focus on competences and graduate employability **(A shift from an input- to an outcome based TVET system)**
- Industry–led determination of competencies
- identified competences needed in the labor market are the final benchmark of curriculum design, teaching , learning and assessment;
- Modularized courses and curricula;
- Certification: Institutional and National –CoC)

(MoE,2009)

Qualification Framework



Key elements of the ETQF (MoE,2010)

- Level descriptors
- Knowledge, skills and attributes (KSA)
- Competence and learning outcomes
- Qualifications, units and elements of competence

Pillars of the ETQF (MoE,2010)

- Occupational Standards
- Pathways and credit accumulation and transfer
- Assessment and certification

Cont'd



Problem Statement

- Study gap (Wakington, 2002 ; Muhamednur, 2012)
- Identified areas by Tuning – Employability through competences

Research Questions

- What are the current practices of competence based student centred approach in TVET colleges in Ethiopia?
- Is there any significant relationship between competences based student centred approach and employability of graduate in Ethiopian TVET colleges?

Scope

- Area coverage : 6 (33.3%) TVET colleges;
- Content: Input , process , output ,outcome and impact

Research Time:

- 2016/17

Methodology



- **Research Design:** mixed- concurrent nested strategy
- **Respondents:** **Qualitative** (6 Deans and 6 industries (FGD) ; 6 Vice Deans , 6 industry trainers (Interview) **Quantitative:** 123 trainees; 89 (E-52 UE-37) graduates ; 87 department heads; trainers --- total 461
- **Sampling techniques:** stratified , simple random , availability, snow ball and purposive
- **Instruments :** Quantitative (Questionnaire)+ Qualitative (Semi-structured interview, FGD, Document analysis)
- **Instrument identification (Validity and Reliability)**
- **Method of Data analysis – Descriptive and Inferential**

Results



Readiness for implementation of CBT

- All possible partners were not identified
- Missing link with potential industries
- Lack of LMI ;

CBT - process

- Only some enterprises accept trainees for industry training
- Industry trainers rarely follow cluster of competences
- acquisition of employability KSA through CBT was low;

Output, outcome



Output:

- a. 325 Level III automotive graduates got completion certificate (TVET colleges, 2016)
- b. 193 (59.4 %) pass competence assessment/ got national certificate in 2014/15 (CoC, 2016)

Outcome: 183 **(56.3%)** graduate were employed between 2014-2015 (TVET Colleges, 2016). **Before the implementation of new strategy only 24.92 % TVET graduates were employed in different sectors, organized in cooperatives and as self employee (TVET colleges report , 2008)**

Impacts

- % of competent/certified and employed graduate increased, **however, many employed graduates were perform below expectations / they were not able to demonstrate EKSA into the job (employers response);**
- Graduates were not also satisfied with training approach, competences acquired, job and income **(graduates response)**

Correlation matrix



- **Regression analysis result shows that 28.5% of the variance of CBT explained by predictor (readiness for implementation)**
- **23% of impact could be attributed to employability KSA through CBT with 95% statistical significance**
- **Positive but weak relationship**

Challenges for impl. of CBT

- **Inadequate allocation of relevant resource (shortage of teaching materials especially in OS Newly developed)**
- **Shortage of quality academic and support staff ;**
- **Massification/ access of TVET/ increased enrolment**
- **Insufficient industrial internship bases**

Possible contribution of Tuning



- In Ethiopia setting of NOS implies TVET colleges develop their own curricula , if Tuning Methodologies could be applied at this stage there will be chance for further improvement in curriculum design, setting program profile, ILOs , utilizing relevant teaching , learning and assessment methods for enhancing the employability of TVET graduate

Implications



- Regularly consulting and sharing responsibilities with stakeholders for **mutual benefits**;
- collecting evidences on **LM performance** of graduate;
- **Strengthening** collaborative learning style
- **Further research** on contribution of Tuning methodologies and graduate employment in African HE setting

**Thank you for your
attention**