

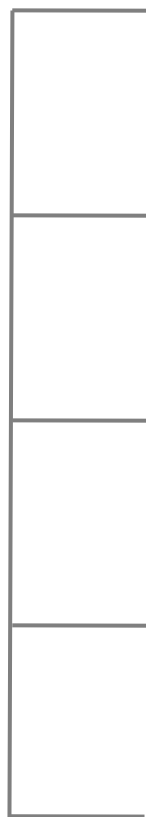
# East Africa Skills for Transformation and Regional Integration Project (EASTRIP)

- Technical Assistance to Kenyan Regional TVET Centers of Excellence
- Ethiopia Experience





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# Experience in Ethiopia

Time: March.22-30, 2018

Venue: Kombolcha, Amhara Region, Ethiopia



## Objectives:

- Consultation on upgrading to Center of Excellence
- Advice on TVET Flagship Solution



## Vision

✓Kombolcha Polytechnic College Automotive Technology Center of Excellence becomes the cradle of automotive technicians in Ethiopia and East Africa.

## Mission

✓To develop high-level and high-quality automotive technology mechanics/technicians.





# 360-degree Survey- Industry Linkage



**Meet with leaders from Ministry of Industry and local associations**

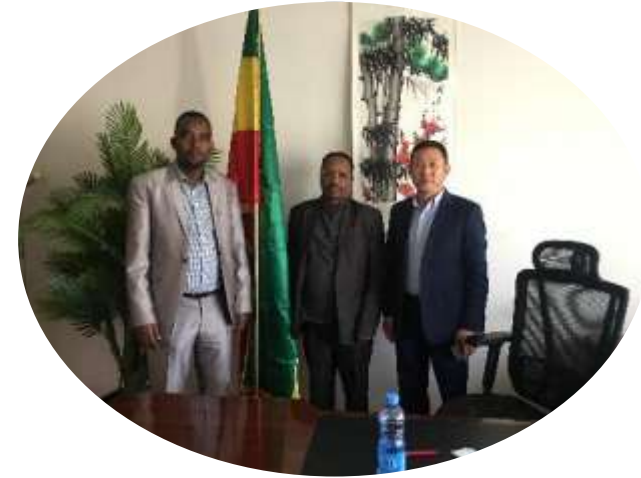




# 360-degree Survey- Educational Policy Environment



Meet with Mayor from Kombolcha



Meet with leaders from Ministry of Education





# 360-degree Survey-Enterprises



GM



Observe work environment



HR Manager



Interview with Graduates





# 360-degree Survey- Target center and peer colleges



Teachers from KPC



Teacher Training Institute





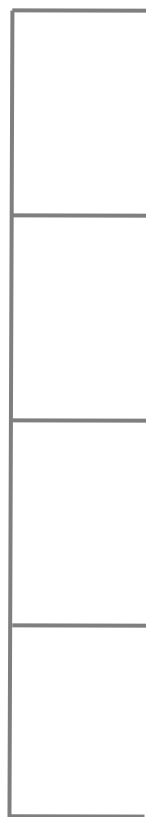
# College Profile

<b>Establishment:</b>	<b>2001</b>	<b>Campus scale:</b>	<b>3</b>	
Sectors involved:	1. Industrial Sector	2. Economic Infrastructure	3. Hospitality	4. Agricultural
Program offered:	1. Diploma course	Quality Assurance:	ISO 9001:2008	
	2. Formal training (Level 1-5)	Industry Linkage:		
Major Setting:		Interaction with Enterprises:		
Student Employment Quality:		Professional Development Progress:		





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# Why survey ?



An old saying in China:

A bird standing on a tree never fears that the branch will break because what he believes is his own wings.





# Why survey ?

**Suppose colleges are factories, the final products are our students.**

What kind of products do we want to produce?(Objectives)

Is there a market for the products?(Market Demand)

How do we select the raw material? (Admission Requirements )

Is there a processing procedure?(Curriculum system)

Is there any space designated for the processing?(practical training room)

Are there any operators?(Teacher/Trainer)

How long does it take? (Length of academic year)

How to guarantee the quality? (Assessment &Evaluation)

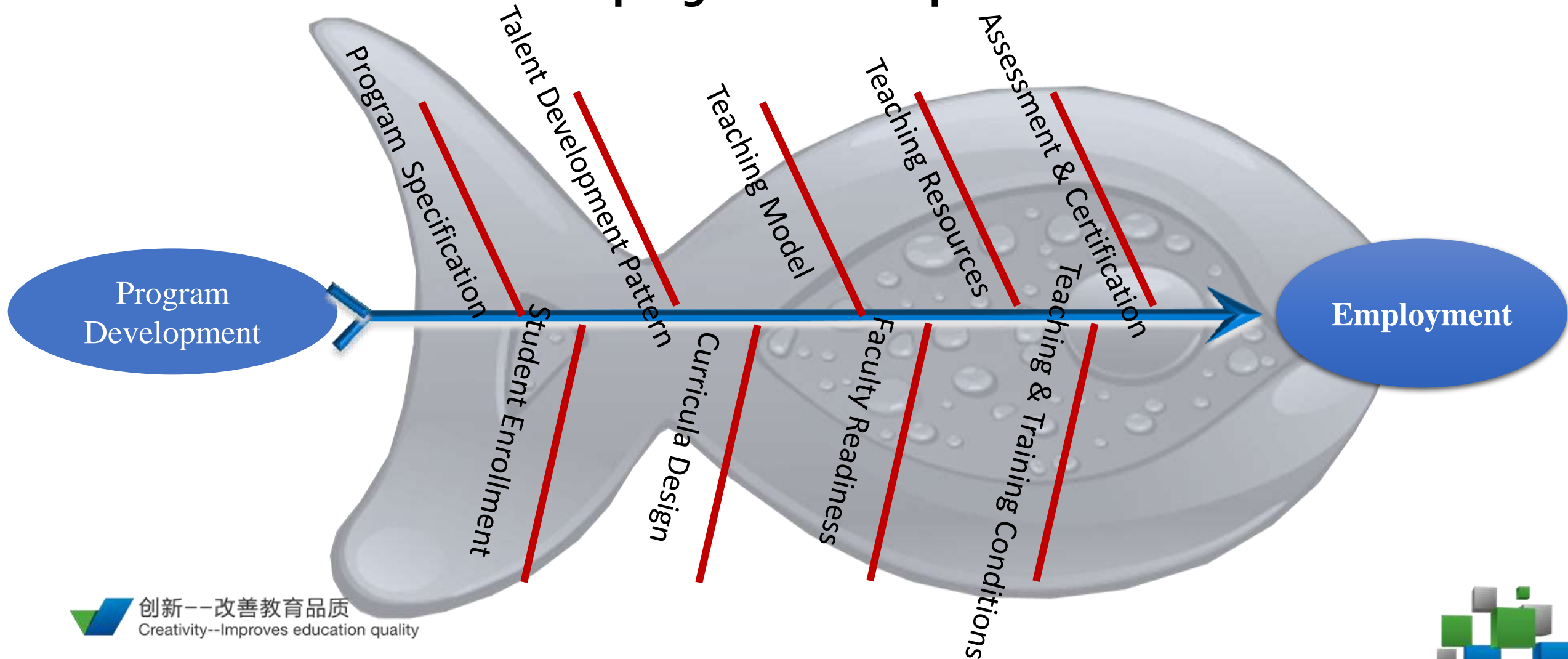
Who is our customer? (Employment )





# Why survey ?

## Ten Critical things for program development





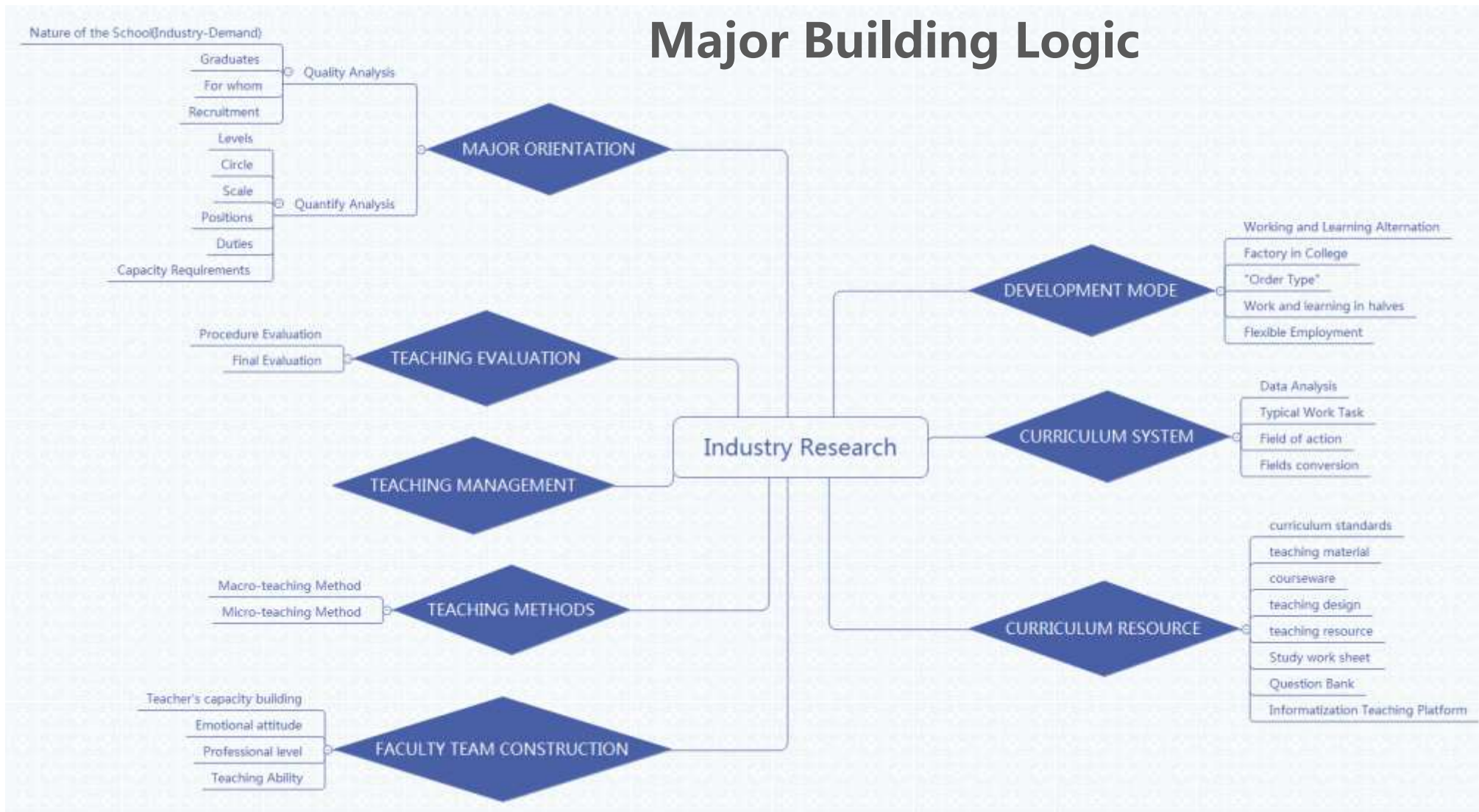
Suppose the program development is an engineering project ,then industry survey is a **STARTING POINT** of this project.

Among the ten elements in Program development, **program specification** is the top priority.





# Major Building Logic





	Contents	Methodologies
<b>Program Specification</b>	<ol style="list-style-type: none"><li>1. Nature of College</li><li>2. Industry benchmarking</li><li>3. Graduates in demand</li><li>4. Recruitment</li></ol>	Quality Analysis
	<ol style="list-style-type: none"><li>1. Competency-based levels placement</li><li>2. Training cycle</li><li>3. Qualifications correlation</li><li>4. Market-relevance</li><li>5. Job skills/Competency requirements</li></ol>	Quantity Analysis





## Multi-dimensional Survey:

National level, local level, college level

## Types of survey:

Questionnaires; face to face Interview





## National level

- Ethiopia is developing its own automotive manufacturing industry. An Industrial Zone in Addis Ababa (the capital) and the northern city of Mekelle is under construction. The industrial zone will cooperate with China in automotive parts assembly.

## Local level

- A new Industrial Park funded by the government is under construction near the college; a railway is to be constructed in the region, 500 vehicles will be allotted to service this project;
- Employers have higher expectation on graduates' competency, work ethics, creativity, and their foundational knowledge.

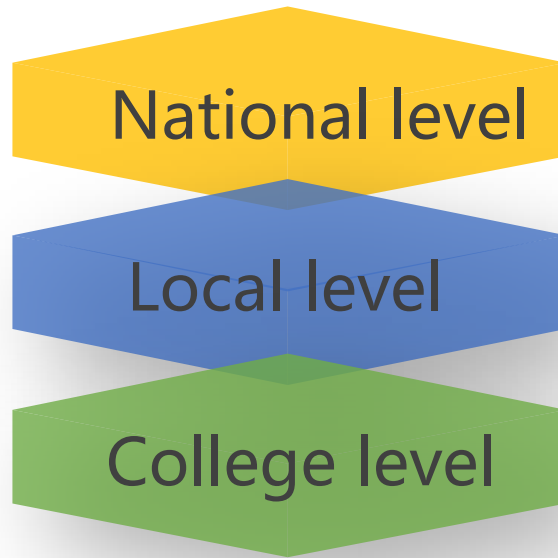
## College level

- Teachers' capability (Hand-on skill & Theoretical knowledge) is insufficient;
- Curriculum structure between general courses and skill development courses is imbalanced;
- Linkage with industry is weak;
- Classrooms, practical training rooms and training devices are not enough for students to use;
- Traditional teaching model limit the learning pace and practice quality.





## 360-degree Survey

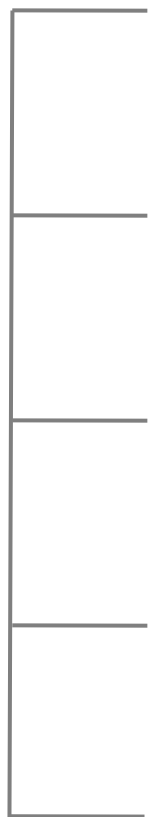


- **Post survey analysis and diagnosis**
- **Identify challenges and propose solutions**





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# Challenges that we are facing at Kombolcha Polytechnic College

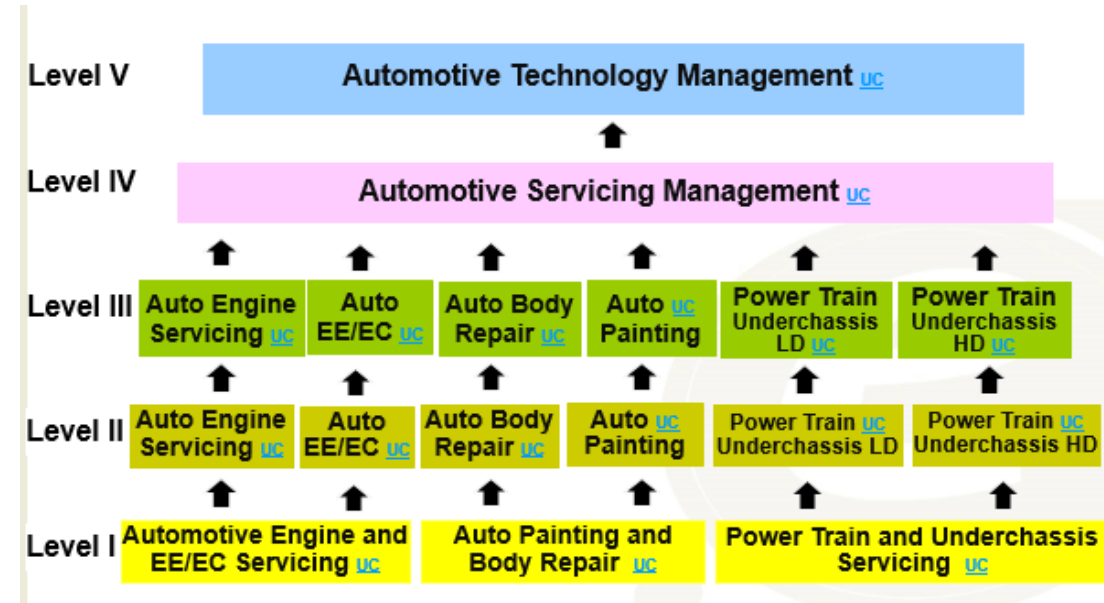
- The **Occupational Competency Standards Framework** in use was released 10 years ago.





# Challenges that we are facing at Kombolcha Polytechnic College

- KPC' s current curriculum system is based on the existing Five-tier Occupational Competency Standards, resulting in shortage of high-skilled technicians
- Current curricula setting leads to students' lack of access/exposure to general knowledge framework.





# Challenges that we are facing at Kombolcha Polytechnic College

- Skill wise, graduates are not equipped with the skill set demanded by the position requested by employers.





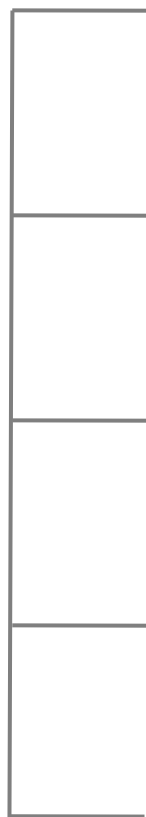
# Challenges that we are facing at Kombolcha Polytechnic College

- Traditional teaching mode results in lower learning efficiency comparing to Blended Mode (O2O);
- Teaching materials are outdated;
- Teaching equipment are insufficient;
- Teachers' hands-on skills need to stay current;
- Teaching materials does not relate to job requirement specified by employers.





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# Our Solution for KPC

The goals are:

- to provide high skilled workforce for Ethiopia automotive industry
- to improve the employment quality and well-being of the future generation
- to facilitate the development of KPC as Center of Excellence
- to expand the influence and image of Kombolcha Polytechnic College as a flagship center





# Our Solution for KPC

## Challenges

- The **Occupational Competency Standards Framework** in use was released 10 years ago.



## Solution

- Restructure Occupational Competency Standards Framework for Automotive Industry
- Introduce internationally recognized certificate for specific occupation (or major cluster)
- Adjustment of Occupational Competency Standards in Automotive Industry & pilot operation





# Our Solution for KPC

## Challenges

- KPC' s current curriculum system is based on the existing Five-tier Occupational Competency Standards, resulting in shortage of **high-skilled technicians**.
- Current curricula setting leads to students' lack of access/exposure to general knowledge framework.



## Solution

- Talents Cultivation Mode Reform and Innovation
- Curricula Design and Development
- Emphasis on soft skills and learning skill development





# Our Solution for KPC

## Challenges

- Skill wise, graduates are not equipped with the skill set demanded by the position requested by employers.
- Teachers' hands-on skills need to stay current.
- Teaching materials does not relate to job requirement specified by employers.



## Solution

- Industry-education Integration Mechanism;
- College-enterprise Cooperation;
- Capacity Building for college faculty





# Our Solution for KPC

## Challenges

- Traditional Teaching Mode results in low efficiency;
- Teaching Materials are outdated.



## Solution

- Teaching Reform and Innovation
- Upgrade on practical training facilities and devices
- Curriculum Design and Development





# Our Solution for KPC

## For sustainable development:

- **Quality Assurance Mechanism**
  - Teaching Evaluation
  - Competency-based Student Academic Achievement Evaluation
  - Graduate Employment Evaluation





# Thank You

