



ETHIOPIAN TECHNICAL VOCATIONAL TRAINING STRATEGY

Ministry of Labor and Skill
July, 2025
Addis Ababa, Ethiopia



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Forward



Ethiopia's greatest asset is its people. The foundation of our nation's progress and sustainable prosperity lies in the strength and potential of our human capital. Accordingly, skills development remains at the core of our sectoral reforms, with the labor market serving as the guiding framework for all our initiatives.

Despite its incredible potential to drive sustainable development and economic growth, the Technical and Vocational Training (TVT) sector has not received the strategic focus it deserves. This has limited its ability to transform our economy by supplying the qualified, competitive workforce needed to boost national production and productivity.

Consequently, the perception of TVT careers has remained low, making the sector unattractive to our youth. Our reform agenda was designed to address these challenges at their root and to empower the TVT sector to be a core engine of our country's journey toward prosperity. We have reimagined skills development through a new lens, viewing it as a critical tool to address our social, economic, and political challenges.

The new concept of skills development is framed by the overarching principle of “beyond training.” Consequently, training institutions have been given a mission that extends beyond providing training alone. This enables them to leverage their potential to solve sector problems, generate innovative solutions, and create wealth.

To bring this ambitious mission to life, we have crafted a new paradigm for the sector, fully aligned with homegrown national macroeconomic reforms and our overall prosperity journey. The DNA of this paradigm is deeply intertwined with homegrown economic reforms, designed to act as a catalyst for progress. It is structured to achieve rapid, exponential growth by synchronizing innovation with speed and leveraging the advantage of being a latecomer.

We recognize that equipping individuals with skills not demanded by the market can inadvertently increase unemployment rates. Therefore, our approach is resolutely focused on ensuring training programs are closely attuned to current and emerging market requirements.

Modernizing our training system is non-negotiable. Special emphasis has been placed on fabrication engineering and technology transfer to build national capacity for import substitution, which is critical for strengthening our economic independence.

Forward

Responsive TVT cannot be achieved without the active participation of the private sector. A cornerstone of our new strategy is to transition the private sector from being a mere participant to becoming a co-owner of the TVT ecosystem. This allows the private sector to play a greater role beyond cooperative training, including co-designing and implementing occupational standards and TVT curricula.

Our strategy also prioritizes systems that save time, foster creativity, and maximize the “latecomer advantage.” A key outcome is the operationalization of a Skills and Technology Bank, a resource that will significantly reduce the effort and burden on youth and enable them to turn local challenges into opportunities.

Our renewed vision transcends the prior emphasis on cultivating qualified citizens. We are dedicated to nurturing a new generation of patriots - professionals distinguished not only by their expertise but also by their unwavering commitment to a strong work ethic and civic responsibility.

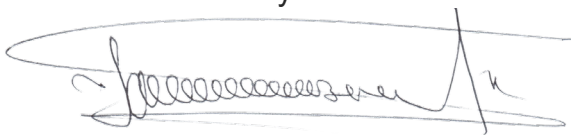
These ideas are now being implemented on the ground, and the initial results are not just promising—they are tangible. Institutions that have fully embraced this model are already achieving excellence.

Due to our efforts to make the sector more attractive to youth, there has been encouraging growth in the number of young people joining the TVT sector by choice. The number of citizens undergoing regular and short term training has more than doubled compared to the period the reform began. Through initiatives aimed at developing import substitute products, over 150 technologies that enhance productivity and streamline operations have been produced under the Skill-Ethiopia Program alone. Young innovators across the country have created major solutions that not only address local challenges but also strengthen our global competitiveness.

This strategy is our actionable roadmap for implementing this new vision and elevating our national efficiency to a higher level. It is far more than a policy document; it is a practical guide to Ethiopia’s socio-economic transformation.

Achieving these ambitious goals requires the concerted effort of all stakeholders. I, therefore, call upon all executives, partners, trainers, parents, and trainees at every level to embrace their roles and actively participate in bringing this vital strategy to life.

Thank you!



Muferihat Kamil Ahmed
Minister
Ministry of Labor and Skills

Preface



Our **TVT Strategy 2025** is not merely a policy; it is an expression of national resolve to cultivate a skilled, patriotic, and adaptable workforce. We have charted a course that looks beyond immediate problems and anticipates the needs of tomorrow, embedding a culture of continuous learning, innovation, and inclusivity. This vision demands that we, as leaders and citizens, recognise that training is not a peripheral issue but a cornerstone of Ethiopia's industrialisation and social transformation.

As the state minister responsible for TVT, I appeal directly to you—policy makers, regional authorities, TVT institutions, sector skill bodies employers, private sector actors, industries, development partners, the public, parents, trainees, and instructors. Your roles are integral to translating this strategy into tangible outcomes. Policymakers and regional authorities must champion the reforms and ensure the necessary funding and oversight. Institutions and sector bodies must cultivate a culture of quality and innovation, while employers and private industries must open their doors for apprenticeships and co-design demand-driven training programs.

Development partners should make their resources and expertise available to foster technology transfer and research, and the public must embrace TVT as a noble path to prosperity. Parents, trainees, and instructors must uphold the values of patriotism and excellence.

This strategy lays out a clear path for cultivating employable, entrepreneurial citizens and encourages a shift towards work-based learning, comprehensive career guidance, and seamless transitions into employment. However, its real power lies in our collective commitment to act. Together, we can build a TVT system that instills pride, drives innovation, and secures Ethiopia's competitive edge. I urge each of you to play your part in turning this vision into reality.

Thank you!

Teshale Berecha Yadessa (Ph.D)
State Minister
Ministry of Labor and Skills

Acronyms and Glossary

Acronyms

IDPs – Internally Displaced Persons
 KPIs – Key Performance Indicators
 LMIS – Labor Market Information System
 MEAL – Monitoring, Evaluation, Accountability, and Learning
 NGO – Non-Governmental Organization
 RPL – Recognition of Prior Learning
 TMIS – TVT Management Information System
 TVT – Technical and Vocational and Training
 PPP – Public Private Partnerships
 CSR – Corporate Social Responsibility
 SDL – Skills Development Levy
 SWOT – Strength Weakness Opportunities and Threats
 PESTEL – Political Economical Social Technological Environmental and Legal

Glossary

Apprenticeship is a type of training where vocational knowledge and skill are imparted through the practical experience provided by an employer or professional provider, based on a training agreement, to help acquire professional experience.

Cooperative Training is a kind of training in which TVT institutions collaborate with production or service providers to jointly train college trainees, mainly through hands-on, industry-based practical training.

Internship is a short-time, practical work experience program within the industry, supervised by a trainer, designed for trainees from technical and vocational institutions to gain real-world directly applicable work experience.

Externship is a brief practical field experience in industries, taken by technical and vocational instructors, aimed at enhancing their training competencies and technological usage.

Governance is system that ensures quality and relevance in the technical and vocational training system by preparing policy frameworks, regulations, administrative protocols, qualification levels, issuing certificates, and establishing mechanisms for recognizing prior learning.

Center of Excellence is an institution focused on a particular industry sector, which fosters close engagement with industry stakeholders to develop sector-related skills and innovations.

Cultural and Traditional Handicraft refers to a cultural or traditional craft passed down generations, serving identity, livelihood, and heritage preservation.

Traditional Craft Association refers to a professional body or organization enabling traditional artisans to maintain and promote their craft.

Informal Sector Worker is an individual whose employment is not registered or regulated by the government, lacking legal and social protections like contracts, benefits, and social security.

Competence Assessment Center is an institution authorized to assess, measure, and certify occupational competence against occupational standards.

Industry Assessor is a certified industry professional licensed to conduct occupational competence assessments.

Sector Skills Body refers to an entity that facilitates and coordinates skills development in its industry sector by promoting industry participation in the identification and delivery of training.

Green Skill refers to the knowledge, skills, and values necessary to ensure environmental sustainability, reduce ecological footprint, and effectively use appropriate technologies and processes.

Green TVT means an education or training promoting sustainable practices and technologies.

Recognition of Prior Learning refers to a process that assesses and validates an individual's knowledge and skills acquired through work experience, non-formal education, or other learning pathways outside formal schooling.

Skills Bank refers to a database of documented skills and competencies of individuals, used to match human resource needs across different economic sectors.

Community Service means a structured support provided by TVT institutions, trainers, or staff to the community and industry.

Skills Development Levy is a resource from the private sector for supporting skills development and innovation initiatives.

Basket Fund refers to the financial instrument or funding channel established by a Ministry to allow development partners to collectively and efficiently utilize resources.

Competency Assessment is a competency evaluation conducted by industry professionals at industry-led training centers. It uses appropriate tools and is aligned with national occupational competency standards.

Internal Assessment is a learning evaluation conducted by instructors at TVT institutions to determine if learning objectives have been met.

TVT Research refers to the disciplinary studies in the technical and vocational training field aimed at improving policy, curricula, and training delivery methods.

Career Guidance is a professional support offered by TVT institutions to trainees regarding job search, vocational choice, and continuing professional development

Business Incubation is a process of supporting new or startup businesses with entrepreneurship and business development for growth and success.

Innovation Hub is a facility offering funding, expertise, and workspace support to early-stage tech companies and innovators to bring technological outcomes into application.

Digital Skill refers to the ability to use information and communication technologies to access, understand, evaluate, create, and share digital information.

Quality Assurance is the systematic evaluation of training delivery and operations in TVT institutions to ensure they meet national quality standards and guidelines.

Gig Worker Platform is a digital marketplace connecting freelance professionals with clients for short-term services.

Short Term Training refers to a focused program that quickly equips individuals with specific, job-relevant skills to improve their employability and concludes with a competency assessment.

Executive Summary

The Ethiopian TVT Strategy 2025 is a transformative framework designed to revolutionize the nation's technical and vocational training system. Driven by the urgent need to align with rapidly evolving labor market demands and leverage the potential of its large youth population, this strategy builds on past lessons and integrates with national development priorities.

This strategy is grounded in a set of capable ideas that directly address long-standing challenges, including a negative public perception, skills misalignment, and institutional dependency. Key initiatives include a phased autonomy model to move institutions toward financial self-sufficiency, a national campaign to rebrand TVT as a “first choice” career path, and a talent-based training system to match individuals' aptitudes with suitable vocations. Furthermore, the establishment of a national skills bank will give value to all skills, regardless of how they were acquired, creating a more fluid and efficient labor market.

The strategy will drive four fundamental transformations. First, it will shift TVT's public image from a “last resort” to a “first choice” career path. Second, it will move institutions from government dependency to financial self-sufficiency. Third, it will transition from a passive training model to a dynamic skills ecosystem, leveraging a skills bank and strategic technology transfer. Ultimately, the curriculum will transition from a reliance on foreign models to one that integrates indigenous knowledge and fosters locally rooted innovation.

The strategy is built upon four interconnected pillars that guide its execution: Empowering TVT Governance, which focuses on unified legal frameworks and inter-ministerial coordination; Improving Relevance and Quality in TVT, which advocates for modernizing curricula and hands-on training; Fostering Job Readiness Skills, which is dedicated to ensuring seamless transitions to employment through career guidance and entrepreneurial support; and Enhancing Research and Innovation Ecosystem, which seeks to embed a culture of continuous improvement through technology transfer and innovation hubs.

By infusing futuristic elements, such as preparing for emerging industries, promoting digitalization, and enabling data-driven decision-making through a comprehensive MEAL framework, the strategy ensures that the TVT system not only addresses today's problems but also serves as a powerful engine for tomorrow's growth. This holistic approach will position the TVT system as a core driver of Ethiopia's industrialization and sustainable development, creating a skilled, adaptable, and patriotic workforce.

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PART ONE



Part One

Introduction and Context

1.1. Introduction

1.1.1 Overview

This strategy aims to improve the training system by fostering good practices and filling gaps in the implementation of the 2008 Technical and Vocational Training (TVT) Strategy. Thus, the strategy adapts itself to changing circumstances. As a result, the strategy focuses on adapting itself to changing conditions, improving the governance system, providing high-quality and accessible training programs, and fostering a robust research and innovation system.

To achieve this, we need to create strong coordination between the government, the private sector, training institutions and industries. It is necessary to conduct a consistent survey and analysis of labor market data, identify priority training programs, and implement competence-based training methods. In addition, it is important to ensure inclusivity and accessibility of the society with special needs benefit from the training program.

The focus of this strategy is to enable the successful employment of citizens who pass through the vocational education system and whose competencies have been confirmed by the National Vocational Competency Assessment. This includes encouraging entrepreneurship, facilitating opportunities for career development, and accelerating the transition from training to work. Therefore, citizens who participate in lifelong skills training must be prepared to adapt to the rapidly changing demands of the labor market. In addition, the technical and vocational training sector focuses on equipping the skills to use up-to-date technologies, developing new training methods, and fostering a culture of innovation in research and development.

1.1.2 Background

In Ethiopia, the 1994 Education and Training Policy and the 2008 National TVT Strategy have significantly transformed the sector. These policies aimed to address labor market needs, reduce fragmentation, and introduce a demand-driven, outcome-based approach that emphasized quality, relevance, accessibility, and private sector involvement. Despite these advancements, a significant gap persisted between theoretical knowledge and practical application. The evolving industrial landscape has presented new opportunities, but it has also highlighted persistent challenges, such as inadequate infrastructure, outdated curricula, insufficient instructor training, and weak partnerships.

Ethiopia's national development priorities necessitate a strong alignment of its workforce. Therefore, TVT is critical for driving industrialization, urbanization, and agricultural transformation, as it plays a vital role in supplying skilled workers to all priority economic sectors.

The country's TVT system is currently undergoing substantial reforms, including the adoption of an outcome-based curriculum, decentralization of administration, and increasing institutional autonomy. Key priorities in this process include strengthening industry connections, improving quality assurance systems, refining assessments, and expanding work-based learning opportunities.

To better understand skill demands, Ethiopia is investing in data systems such as the Labor Market Information System. Additionally, efforts to promote lifelong learning, such as the recognition of prior learning and blended learning approaches, are being introduced to create flexible pathways for skill development. The establishment of Sector Skill Councils and Centers of Excellence is expected to drive innovation and advancement within the TVT sector. These ongoing reforms demonstrate Ethiopia's commitment to aligning its TVT system with global trends, economic needs, and sustainable development goals.

1.1.3 Rationale

This strategic reform of Ethiopia's TVT system is driven by the urgent need to align the training system with the rapidly evolving demands of the local and global labor markets. With Ethiopia's youth-dominated population projected to reach 116.27 million by 2029, the growing labor market pressure underscores the importance of equipping young people with the skills required to thrive in a modern, digitized economy. By incorporating lessons from the 2008 strategy and aligning with recent policy reforms, such as the 2023 Education and Training Policy, the strategy seeks to modernize curricula, strengthen governance, and ensure training programs are responsive to the dynamic needs of industries, technological advancements, and job-seeking youth.

This strategy focuses on new reform initiatives, primarily a demand-driven model that fosters entrepreneurship by transforming TVT institutions into incubators for new companies through focused, value chain-oriented training. It will also emphasize regional development potential, integrate patriotism and professional ethics into a human-centered curriculum, and prioritize technology transfer, particularly in the field of fabrication engineering. Furthermore, the strategy will actively promote robust private-public partnerships for modernization and establish a comprehensive skills and technology bank to ensure continuous adaptation and resource availability.

Additionally, the new plan addresses longstanding systemic challenges, including limited private sector engagement, inadequate infrastructure, and gaps in quality assurance, while leveraging opportunities for economic transformation and sustainable development. It focuses on integrating innovative practices, digital skills, and competency-based training to develop a workforce that is adaptable, entrepreneurial, and capable of driving industrial growth. By fostering stronger stakeholder coordination and aligning TVT outcomes with national development priorities, the strategy positions the TVT system as a vital engine for social inclusion, economic progress, and sustainable job creation.

1.1.4. Objectives of the Strategy

By implementing this strategy, Ethiopia's TVT system will become a high-quality, demand-driven engine for economic growth and social development. It will produce a new generation of skilled, entrepreneurial, and patriotic citizens, proficient in both green and digital skills. This will be achieved by revolutionizing its public image, empowering institutions with greater autonomy and self-sufficiency, and ensuring equitable access for all. Strategic partnerships with the private sector and other stakeholders will be the cornerstone of a collaborative ecosystem that consistently aligns TVT with the evolving needs of the labor market. This will solidify TVT's role as a key driver of Ethiopia's sustainable development and global competitiveness.

1.2 Situational Analysis

The methodological approach for the situational analysis of Ethiopia's TVT system employed a mixed-methods framework combining qualitative and quantitative data. Stakeholder workshops (SWOT/PESTEL), seminars on governance and financing, expert discussions, and desk reviews of reports from the Ministry of Labor and Skills as well as existing research findings provided qualitative insights. Quantitative data, including enrollment statistics (e.g., 47.5% enrollment growth), budgetary allocations (5% of education funding), and labor market metrics, were analyzed to provide context for the challenges.

In-depth assessments of governance, training quality, employability, and research gaps offered further insight into the analysis. This triangulation of data sources enabled the identification of systemic issues such as fragmented governance, funding constraints, curriculum misalignment, and weak industry partnerships while highlighting opportunities for reforms in coordination, infrastructure, and policy to align TVT with labor market needs.

This analysis offers a comprehensive overview of the current state of the Ethiopian TVT system. The report assesses the TVT system's strengths, challenges, and opportunities. The analysis identifies areas for improvement and growth, providing a comprehensive view of the system's overall effectiveness and potential enhancement pathways. Here it makes sense to introduce the four main pillars that are interconnected and are the basis of the new strategy.

1.2.1 Governance and Coordination

The Government is committed to improving the TVT system, as a vital national development component. The TVT sector has been modernized through various policies that emphasize governance integration across different sectors. The effectiveness of TVT programs is being enhanced through collaborative efforts between government agencies, training institutions, industries, and local communities.

Governance and coordination face significant challenges, including sectoral fragmentation and misalignment between government ministries, training institutions, and industry stakeholders. Lack of coordination in TVT institutions leads to inefficiencies, delayed decision-making, and difficulty in responding to the changing demand of the labor market, highlighting the critical leadership gap. TVTs are perceived as secondary status, and financial sustainability challenges discourage students from considering vocational training a viable career path.

The TVT system can achieve financial sustainability through partnerships with the private sector, NGOs, and international development partners; however, a diversified funding base remains a significant obstacle. The TVT governance system lacks transparency and accountability, resulting in confusion and mistrust among stakeholders, as well as inadequate and non-inclusive decision-making processes. In addition, between 2021 and 2024, TVT enrollment increased by 47.5%, yet it only receives 5% of the total education budget, hindering its development. By 2024, only 1,011 private TVT institutions had industry involvement in governance, and there is a lack of industry involvement in curriculum design and policymaking. 40.7% of woredas lack TVT access, disproportionately affecting rural populations and requiring improved governance and equitable funding distribution to address regional disparities.

1.2.2 Training Quality and Relevance

Ethiopia is implementing competency-based training (CBT) with a 70% practical training requirement to enhance practical skills, aligning TVT programs with industry needs, and demonstrating significant progress. The modernization of curricula and industry involvement in curriculum development aim to strengthen the relevance of training to current labor market demands. Despite efforts, a considerable gap exists between the skills taught in TVT institutions and those required by employers.

Many institutions' curricula are not adequately updated to keep pace with the evolving job market, resulting in graduates who are not sufficiently prepared for employment. This misalignment contributes to high unemployment and underemployment rates. The issue is exacerbated by the absence of robust industry partnerships, as training programs are often not tailored to employer input and feedback.

Many TVT institutions' outdated infrastructure, including insufficient facilities, equipment, and teaching materials, hinders the effectiveness of their training. Despite ongoing infrastructure improvements, financial constraints and outdated resources continue to be significant barriers. The professional development of TVT instructors is a considerable challenge, as many lack modern pedagogical techniques and industry-specific knowledge.

The quality of training in TVT programs is deemed inadequate, adversely affecting their effectiveness in preparing students for the workforce. TVT institutions face financial sustainability challenges as they struggle to secure sufficient funding for essential investments, such as equipment, curriculum updates, and instructor training. Integrating digital and green skills into the TVT curriculum is crucial for realizing the Digital Ethiopia 2025 goal, yet many institutions still lack these skills. Since 2008, the number of TVT instructors has increased by 71%, but many instructors still lack exposure to emerging industry trends, which affects the quality of training.

1.2.3 Job Readiness Skills

TVT graduates' employment is enhanced through increased internships, apprenticeships, and work placements, providing practical skills and real-world experience. The curriculum has been modified to incorporate industry-specific skills, and some initiatives have been implemented to promote entrepreneurship among graduates.

The gap between the skills of TVT graduates and the demands of employers persists, with many stating that they lack essential soft skills, such as communication, problem-solving, critical thinking, and innovation. TVT institutions often lack industry partnerships, internship frameworks, and entrepreneurship training, which limits students' practical experience and their potential for business or job creation. Ethiopia should enhance its employability by expanding internship and apprenticeship programs, enhancing labor market information systems, and promoting entrepreneurship training.

1.2.4 Research, Innovation, and Outreach

The TVT sector is transforming, driven by an increased emphasis on research, innovation, and the adoption of technology. This shift fosters collaboration among government institutions, industries, and academic researchers to address real-world challenges and enhance training quality. Despite this momentum, the sector is hindered by limited funding, inadequate resources, and a shortage of research expertise.

Most TVT institutions lack dedicated research and innovation centers, which restricts progress in critical sectors such as agriculture, manufacturing, and renewable energy, and weakens linkages with industry. The persistently low employment rate of TVT graduates below 30% signals a pressing need for demand-driven research to inform curriculum updates, policy formulation, and job market alignment.

Moreover, the sector's limited capacity for technology transfer, adaptation, mass production, and commercialization prevents the scaling of innovations for mass production and broader societal impact. Weak knowledge exchange between TVT institutions, universities, industries, and international organizations further limits access to global best practices and advanced technologies. To unlock the full potential of the TVT sector, it is essential to establish research and innovation hubs, promote the adoption and commercialization of innovative technologies, and incentivize private-sector-funded research.

Additionally, targeted outreach and public awareness campaigns are needed to improve societal perceptions of vocational education and position TVT as a key driver of national development and industrial competitiveness.

PART TWO



Part Two

Strategic Vision, Mission, and Objectives

2.1. Vision, Mission, and Core Values and Guiding Principles

Vision

By 2035, the Ethiopian TVT system will be the primary engine of the nation's economic progress, producing a skilled, patriotic, entrepreneurial, and highly innovative workforce ready for the green and digital economies of the future.

Mission

To produce a highly skilled, patriotic, entrepreneurial, problem-solving, and innovative workforce by providing high-quality, demand-driven training that is vital for Ethiopia's industrial growth and sustainable development.

Core Values

Our core values define the fundamental beliefs and ethical standards that underpin the TVT system.

- **Inclusivity:** We believe in equitable access for all individuals, ensuring no one is left behind in their pursuit of skills and opportunities.
- **Excellence:** We are committed to delivering the highest quality training that meets and exceeds international standards.
- **Innovation:** We embrace a culture of creative thinking and forward-looking solutions to address evolving industrial needs.
- **Empowerment:** Equipping individuals with the competencies (knowledge, skills and inclination) to be competitive and successful in the job market, both domestically and internationally.
- **Patriotism:** We foster a deep commitment to our nation's progress, motivating every individual to contribute to the economic and social development of Ethiopia.

Guiding Principles

Our guiding principles are the actionable strategies that translate our core values into tangible results.

- **Talent-Based Approach:** We tailor training to individual talents and aptitudes, ensuring personalized and effective skill development.
- **Strategic Collaboration:** We actively partner with the public and private sectors, as well as communities, to co-create relevant and responsive training programs.
- **Future-Focused Skills:** We prioritize the integration of technology and indigenous knowledge to prepare the workforce for the green and digital economies.
- **Job Market Oriented/Value Chain:** market based TVT delivery to fill the gap in the labor market by ensuring that the labor market is effectively utilized.

Expanding Employment Opportunities: We equip individuals with the skills and entrepreneurial mindset for both wage-based employment and self-employment.

- **Continuous Development:** We promote a system of lifelong learning to enable our workforce to adapt to a continuously evolving job market.
- **Digital Optimization:** We leverage digital tools in all aspects of our system to enhance learning, management, and governance.
- **Local Alignment:** We ensure our training programs are directly aligned with local industrial challenges and national development goals.
- **Customization/Resilience:** Providing qualified and sought-after manpower and technology based on the dynamics in the labor market and technology and the needs of the user.
- **Prioritize Informal Sector:** To increase the efficiency of citizens engaged in the informal sector by focusing on the sector, and to transfer business activities to a normal system;
- **Sustainability:** We ensure our efforts contribute to long-term sustainable development, economic growth, and social inclusion.
- **Entrepreneurial Orientation:** enable enterprises to create and grow new businesses, as well as to become a hub for technological innovation and manufacturing.

2.2. Strategic Pillars and Objectives

2.2.1. Strategic Pillars

This strategy is structured around four main focuses, based on in-depth analysis, and aims to transform the training system into a responsive, qualitative and inclusive way of skills development and employment expansion.

Strategic Pillar 1: Empowering TVT Governance

It focuses on strengthening the frameworks necessary for collaboration, policy direction and accountability, engaging stakeholders, mobilizing resources, increasing private sector engagement, and building the image of the system.

Strategic Pillar 2: Improving Relevance and Quality in TVT

Ensuring the quality and relevance of the training by including a labor market demand survey, occupational level classification, curriculum, preparation of training equipment, assessment and certification, training of trainers, and digital transformation.

Strategic Pillar 3: Fostering Job Readiness Skills

Equipping the trainees with soft skills, entrepreneurship and similar skills to make the direct transition from training to work by encouraging internships, entrepreneurship development, career counseling and support services, and accreditation for early education.

Strategic Pillar 4: Enhancing Research and Innovation Ecosystem

To support technical and vocational training through research and technology, and to transform it into a driving force for economic growth. Bridging the industry gap by advancing research, conducting technology transfer, strengthening community service, and fostering talent development.



2.2.2. Strategic Pillars and Objectives

The strategic objectives pursued under each strategic pillar include the following:

Pillars	Objectives
Empowering TVT Governance	<ul style="list-style-type: none"> • Improve the alignment of TVT regulatory and organizational frameworks to eliminate redundancies and enhance clarity. • Enhance stakeholder engagement, collaboration, and coordination on national and regional level to ensure shared ownership and alignment. • Strengthen private sector engagement in a national TVT governance body to ensure industry relevance. • Institutionalize the participation of citizens and the community • Enhance resource mobilization and utilization to achieve institutional self-sufficiency • Develop and improve infrastructure to ensure conducive learning environments. • Enhance the quality assurance system to guarantee high standards and consistency. • Expand access and equity to ensure inclusivity and equal opportunities. • Improve the public image of TVT to increase its attractiveness and value. • Enhance data management and utilization to support informed decision-making. • Strengthen monitoring, evaluation, accountability, and learning (MEAL) to ensure continuous improvement and accountability.

Pillars	Objectives
Training Quality and Relevance	<ul style="list-style-type: none"> • Improve OS and curriculum design and development to ensure relevance to current industry needs and enhance graduate employability. • Develop a system to create curricula based on identified community training needs and skill gaps. • Improve TVT training delivery to enhance practical skills acquisition and learning outcomes. • Renovate the competency assessment and certification system to ensure fair, reliable, and standardized recognition of skills. • Enhance the development system for TVT instructors and leaders to improve the quality of teaching and institutional management. Instill a strong work ethic and patriotic values in all trainees. • Implement a strategic zoning and differentiation system to establish centers of excellence that support priority economic sectors. • Improve informal sector skills to address skill gaps and reach informal workers. • Advance TVT internationalization and regional integration to facilitate the mobility of skilled workers and promote global competitiveness. • Enhance digitalization in TVT to improve access to learning resources and enhance the efficiency of training and administration. • Advance the green TVT program to promote sustainable development and prepare for the green economy. • Integrate and leverage indigenous knowledge and skills. • Build a resilient and adaptive TVT system to ensure the sector can effectively respond to emergencies.

Pillars	Objectives
Fostering Job Readiness Skills	<ul style="list-style-type: none"> • Enhance entrepreneurship and business development to foster job creation and economic growth. • Enhance career guidance and services to facilitate informed career decisions and successful career transitions. • Enhance community-based apprenticeships and cooperative training programs. • Establish a national skills bank to enable the accumulation and transfer of skills. • Promote Recognition of Prior Learning (RPL) • Maximize opportunities in the global labor market to expand overseas employment opportunities for skilled workers and graduates.
Research and Innovation	<ul style="list-style-type: none"> • Enhance the TVT research ecosystem to drive innovation and knowledge creation. • Promote and support citizen-led innovations and social innovation labs. • Implement a strategic framework to leverage technology transfer process. • Expand and strengthen outreach services to bridge the gap between TVT and industry. • Enhance talent identification and development by implementing a talent-based training and placement system.

PART THREE



Part Three

Key Issues, Strategies, and Expected Outputs

This section details the key issues, strategic approaches, and expected outputs under each of the four strategic pillars, outlining the actionable steps to achieve the objectives of the Ethiopian TVT Strategy in the mid-term.

3.1 Pillar One: Empowering TVT Governance

Key Issue 1: Improve the alignment of TVT regulatory and organizational frameworks

The TVT sector in Ethiopia faces misalignment due to fragmented policy, legal, and organizational frameworks developed independently by various ministries. This hinders responsiveness to economic and labor market needs, as well as private sector collaboration. The existing frameworks often fail to adapt to changes in different sectors, necessitating revision or development of new ones.

The hierarchical organization and institutional naming of the TVT sector from the federal to the lower levels are not coherent, which limits the flow of information, support, and the implementation of monitoring systems. Therefore, the following strategies will be implemented to address these challenges:

Strategies

- Develop and enforce a cohesive regulatory and operational framework defining stakeholder roles at all levels.
- Establish and capacitate regulatory and administrative structures through training and technology.
- Develop and enforce a national framework to harmonize and administer TVT institutions.

Expected Outputs

- TVT proclamation, regulations, and operational guidelines formulated, adopted, and implemented.
- Regulatory and administrative structures are established and staffed at all levels of the organization.
- Improved regulatory and operational processes, evidenced by stakeholder satisfaction.

Key Issue 2: Enhance stakeholders' engagement, coordination, and collaboration

Effective collaboration among TVT stakeholders is crucial but hindered by a lack of a comprehensive engagement framework. This leads to fragmented efforts, communication gaps, and duplication of efforts with industries, communities, and development partners often not fully recognizing their role.

Strategies

- Establish inter-ministerial and multi-stakeholder TVT coordination body at national level and coordination forums at regional, local, and institutional levels to facilitate effective coordination and collaboration.

- Establish sector skills bodies at national and regional levels to coordinate training and resource mobilization.
- Create a development partners' forum to align with national policies.
- Develop and implement a national strategic communication framework.

Expected Outputs

- Inter-ministerial and multi-stakeholder national TVT coordination body and forums have been established and are convening regularly.
- Sector skills bodies functioning in development priority sectors.
- The Development Partners' Coordination Forum has been established and convenes regularly.
- Stakeholder maps are developed with regular communication.

Key Issue 3: Enhance private sector engagement

Private sector involvement is crucial for aligning training with industry needs and ensuring graduate employability; however, it remains minimal due to a lack of awareness, unclear roles, lack of incentives, and limited capacity.

Strategies

- Promote public-private dialogue at all levels.
- Develop and implement a framework to raise awareness, empower, incentivize, and recognize private sector actors.
- Provide targeted technical support to private sector actors in apprenticeships and in-company training.
- Advocate for increased private sector engagement in TVT administrative and industry advisory boards.

Expected Outputs

- Enhanced consultation and discussion platforms between the government and the private sector
- Increased number of enrollments in jointly developed training programs.
- Increased enrollment in apprenticeships and in-company training.
- Increased participation of private sector actors in TVT institution boards.

Key Issue 4: Institutionalizing Citizen and Community Participation within the TVT Governance System.

The Ethiopian TVT system lacks a structured mechanism for citizens, parents, youth, and community organizations to influence governance and decision-making. This gap limits accountability, responsiveness, and public ownership of the system.

Strategies

- Establish Community-TVT Councils at the woreda (district) and regional levels to formally link communities with TVT institutions.
- Introduce participatory budgeting mechanisms for local TVT infrastructure and program funding.
- Develop citizen report cards and community scorecards to monitor the delivery of TVT services.

Expected Outcomes

- Increased number of operational Community-TVT Councils at the woreda/ regional level.
- An increased number of TVT institutions are benefiting from participatory support from the local community.
- Increased number of published and implemented annual citizen scorecards.

Key Issue 5: Enhance resource mobilization and utilization to achieve institutional self-sufficiency

Sustainable TVT financing is essential but faces challenges due to inadequate government funding, reliance on uncertain development assistance, low internal revenue, inefficient models, and poor governance.

Strategies

- Develop frameworks to diversify TVT resource mobilization (cost-sharing, private sector, internal revenue).
- Develop mechanisms to increase federal government budgetary support.
- Establish a TVT basket fund.
- Promote cost-effective program delivery models.
- Implement performance-based budget allocation for public TVT institutions.
- Enhance resource mobilization and utilization to achieve institutional self-sufficiency through a phased approach to administrative, operational, and financial autonomy, granted based on performance.
- Establish a framework for institutional self-sufficiency by diversifying revenue streams and strengthening partnerships.

Expected Outputs

- Increased proportion of public TVT institutions' expenditure from non-budgetary sources.
- Increased federal expenditure on strategic TVT interventions.
- Expanded TVT basket fund.
- Improved financial administration and value for money.
- Performance-based funding has been implemented across all regions.
- Phased autonomy model implemented, with clear KPIs for institutions to achieve administrative, operational, and financial independence.
- A clear framework and operational guidelines for institutional self-sufficiency, including policies for revenue diversification and partnership engagement, are developed and implemented.

Key issue 6: Improve TVT infrastructure

Despite progress, TVT infrastructure faces critical challenges, including the absence of reinforced national standards, outdated facilities, insufficient modern equipment, and limited integration of emerging technologies.

Strategies

- Develop and enforce national standards for modernizing infrastructure and training resources, including provisions for persons with disabilities.
- Establish centers of excellence specializing in specific training occupations.

- Develop and implement a strategic investment plan to upgrade infrastructure.
- Develop and implement a framework for resource sharing between TVT institutions and industries.

Expected Outputs

- National standards for infrastructure and training resources have been developed and enforced.
- Increased number of excellence centers equipped to national standards.
- An increased number of TVT institutions meet the minimum infrastructure standards.
- Increased number of TVT institutions and industries engaged in resource sharing.

Key Issue 7: Improve the quality assurance system

Ethiopia's TVT system lacks a robust quality assurance framework due to the absence of an independent body, limited internal assessment capacity, fragmented governance, and inconsistent quality across institutions.

Strategies

- Establish a comprehensive national quality assurance framework that integrates both external and internal mechanisms.
- Develop and implement clear national standards for TVT institution status and program accreditation.
- Establish a national competency assessment body with regional branches.
- Implement a robust internal quality assurance system within TVT institutions.

Expected Outputs

- Increased number of quality-audited and accredited training programs.
- Increased number of institutions audited and certified for meeting national standards.
- Increased number of certified program quality auditors.
- Increased number of institutions with robust internal quality assurance frameworks.

Key issue 8: Improve access and equity

Despite efforts, significant barriers to TVT access remain for marginalized groups due to disparities in resource allocation, lack of inclusive infrastructure, and insufficient support services.

Strategies

- Diversify training provisions (institution-based, cooperative, apprenticeships, short-term training programs, private TVT).
- Optimize the use of modern and digital technologies (e-learning).
- Develop and implement frameworks for inclusive learning environments for disadvantaged groups.
- Establish integrated TVT institutes for refugees, IDPs, and host communities.
- Develop a guiding framework to foster the growth of private TVT institutions.

Expected Outputs

- Increased enrollment in all training delivery models and digital modules.
- Increased enrollment of females, persons with disabilities, refugees, IDPs, and rural/pastoralist communities.
- Increased number of refugees, IDPs, and host community members in short-term courses.
- Increased enrollment in private TVT institutions.

Key Issue 9: Improve TVT image

TVT is often viewed as a last-resort option due to societal preference for white-collar jobs, reinforced by the education system, limited pathways to higher education, and weak connections to stable employment.

Strategies

- Launch national awareness campaigns across various media platforms.
- Develop and implement mechanisms, such as vocational orientation programs, to support this goal.
- Establish and enforce bridging and ladder pathways for TVT graduates.

Expected Outputs

- Increased number of nationwide media campaigns.
- Increased percentage of secondary schools offering vocational orientation programs.
- Increased percentage of TVT graduates transitioning to higher education or professional development.

Key Issue 10: Improve data management and utilization

Challenges hinder effective decision-making in TVT, particularly in coordinating data collection, integrating systems, and interpreting information, which can lead to misaligned programs and skill mismatches.

Strategies

- Institutionalize TMIS and LMIS systems for consistent data collection and dissemination.
- Develop a national TVT data and knowledge management system.
- Implement a data-sharing protocol among stakeholders.
- Establish an accountability framework for data reporting and utilization.
- Develop a program to improve the culture of data usage by TVT leadership.

Expected Outputs

- Regular publication and dissemination of annual TMIS and LMIS statistical abstracts.
- Key data is accessible and updated on a national knowledge management platform.
- Effective data sharing with key organizations.
- An increased number of TVT institutions are reporting data promptly.
- Improved use of data for evidence-based decision-making by TVT leaders.

Key Issue 11: Improve monitoring, evaluation, accountability, and learning (MEAL)

The TVT system faces challenges in monitoring and evaluating performance due to the absence of a unified MEAL plan, inconsistent KPIs, limited collaboration, ineffective feedback loops, and insufficient capacity and technology integration.

Strategies

- Establish and enforce a national result-based MEAL framework with KPIs.
- Design and deploy digital platforms for efficient MEAL data collection and knowledge management.
- Develop and implement a comprehensive capacity-building program for MEAL personnel.

Expected Outputs

- Fully operational, result-based MEAL systems are integrated across all TVT levels.
- Active utilization of digital MEAL solutions.
- Significant increase in trained and certified MEAL personnel.

3.2 Pillar Two: Improving Relevance and Quality in TVT

Key Issue 1: Improve OS and curriculum design and development

Ethiopia's TVT system struggles with the quality and relevance of Occupational Competency Standards (OCS) and curricula due to a lack of structured development and updating processes, limited private sector involvement, and rigid curricula that lack essential skills.

Strategies

- Analyze and interpret the operationalization of ENQF for recognizing short-term TVT and informal training.
- Develop a national standard classification of occupations (ESCO).
- Overhaul the national system for OS development, approval, and utilization, collaborating with the private sector.
- Reform the national system for developing and implementing TVT curriculum and training standards.
- Develop and execute a capacity-building program for personnel involved in OS and curriculum development.

Expected Outputs

- National directory of accredited short-term TVT programs aligned with ENQF.
- Occupational mapping for active national labor market sectors is completed.
- Increased number of OSs revised, developed, and approved.
- Increased number of TVT programs revised/developed, approved/and accredited.
- Increased number of TVT staff and industry professionals trained and certified in OS and curriculum development.

Key Issue 2: Jointly creating a system that identifies community training needs and skill gaps and designs training curricula.

The current system for identifying community training needs and skill gaps, as well as designing curricula, is top-down; the participation of the community, informal sector workers, local cooperatives, and other segments of society is limited. This reduces local community ownership and does not reflect people's actual skill needs.

Strategies

- Conduct community-led labor market surveys and skill gap analyses in all regions.
- Institutionalize joint curriculum co-creation workshops that involve citizens, artisans, cooperatives, and local small and medium enterprises.
- Recognize and certify community-based trainers and artisans as part of the formal TVT ecosystem.

Expected outputs

- An increased number of reports on community-led identified skill gaps are produced annually in all regions.
- An increased number of curricula have been revised based on direct community input.
- Increased number of recognized artisans/community trainers with TVT trainer certification.

Key issue 3. Improve training delivery

Challenges persist in TVT training delivery, including inadequate supervision during workplace training, inconsistent application of pedagogies, lack of qualified industry trainers, insufficient hands-on practice, and language barriers.

Strategies

- Develop and implement a national framework to enhance the quality of workplace learning experiences.
- Design and deploy national guidelines for instructional delivery, focusing on language, supervision, and diverse methodologies.
- Formulate and implement a national framework to enhance the working and learning environment for staff and students.

Expected Outputs

- Improved quality of workplace learning experiences.
- Increased certification rate for national competency assessments.
- Increased employment rate for training completers and decreased dropout rate.

Key Issue 4: Renovate the competency assessment and certification system

The TVT system faces challenges in competency assessment and certification due to a lack of standardized/secure practices, limited access in remote areas, underutilization of digital tools, a shortage of certified assessors, and difficulties in rolling out RPL.

Strategies

- Develop and implement a national framework for competency assessment and certification.
- Integrate digital solutions into competency assessment and certification.
- Develop and implement a nationwide system to promote and expand access to RPL assessments.
- Create and implement a system to design and qualify industry assessors.
- Review and update the code of conduct for all key role players.

Expected Outputs

- Increased proportion of company-based assessment centers.
- Increased number of occupations with digital assessments.
- Increased number of individuals taking RPL assessments.
- Increased proportion of industry professionals among certified assessors.
- There has been a decrease in the number of complaints regarding fraudulent assessment practices.

Key issue 5: Improve the TVT instructors and leaders' development system

The development and utilization of TVT instructors and leaders face significant challenges, including a disconnect between curricula and development programs, a lack of continuous professional development, unclear leadership standards, low female participation, and inadequate retention strategies.

Strategies

- Develop and implement a national framework to enhance the system for developing and utilizing TVT teachers, leaders, industry trainers, and supervisors.
- Develop and enforce a national framework for merit-based leadership appointments and performance appraisals.
- Develop and implement programs to promote gender equality among TVT trainers, leaders, and supervisors.
- Develop and implement a national framework to align TVT teacher study programs with TVT training programs.
- Develop and implement tailored programs for competency development of TVT trainers, industry trainers, and leaders.

Expected Outputs

- Increased proportion of appropriately qualified TVT instructors and decreased attrition.
- Increased proportion of TVT leaders appointed based on merit.
- Increased proportion of female TVT instructors and leaders.
- Increased proportion of teacher training program graduates certified for competency.
- Improved proportion of TVT instructors certified in digital skills.

Key issue 6: Instill a strong work ethic and patriotic values in trainees.

A decline in a strong work ethic and a lack of patriotic values among trainees poses a significant risk to national development and the integrity of the workforce. This gap hinders productivity and limits the contribution of vocational training graduates.

Strategies

- Integrate modules on work ethic, discipline, and national values into all training programs to ensure the development of a holistic skill set.
- Establish a national mentorship program with industry leaders to instill professional conduct, accountability, and a sense of national development responsibility in trainees.
- Foster civic duty and patriotism by incorporating community service and national projects into the curriculum and recognizing trainees who demonstrate exceptional work ethic and integrity.

Expected Outputs

- All training programs include mandatory modules on work ethic, discipline, and national values, accompanied by a corresponding curriculum and assessment framework.
- A formal national mentorship program is established and operational, with a documented increase in trainee professionalism and accountability as reported by industry partners.
- Community service and national projects are integrated into the curriculum, and a formal recognition program is in place to celebrate trainees who exemplify civic duty, integrity, and patriotism.

Key issue 7: Implement strategic zoning and differentiation to establish specialized Centers of Excellence for priority economic sectors.

Ethiopia's lack of strategic specialization in TVT creates a fragmented system, preventing institutions from meeting the specific skill needs of regional industries. This inefficiency results in a mismatch between graduates' skills and labor market demands, hindering economic growth.

Strategies

- Conduct a national-level skill gap analysis to identify priority economic sectors and the specific skills required within each region.
- Designate and upgrade a select number of TVT institutions into specialized Centers of Excellence aligned with the prioritized sectors and regional economic strengths.
- Establish robust industry-governance boards for each Center of Excellence to ensure curricula, equipment, and training methodologies meet current and future labor market demands.
- Implement a strategic funding model that provides differentiated support to Centers of Excellence based on their performance, industry partnerships, and graduate employment rates.
- Implement a national framework for strategic zoning and differentiation to align TVT institutions with regional economic priorities and diverse learner needs.



Expected Outputs

- A comprehensive, publicly accessible report detailing a national-level skills gap analysis has been completed and approved, identifying priority economic sectors and specific in-demand skills for each region.
- A defined number of TVT institutions are officially designated and operational as specialized Centers of Excellence, with upgraded facilities and training programs tailored to priority sectors.
- All designated Centers of Excellence have operational industry-governance boards that regularly review and approve curricula, ensuring direct alignment with the evolving needs of the labor market.
- A performance-based funding model is implemented, linking financial support for Centers of Excellence to their effectiveness in meeting established KPIs, including graduate employment rates and successful industry partnerships.
- Expected Output: A national framework for strategic zoning and differentiation is officially adopted and implemented, guiding the specialization of all TVT institutions based on regional economic priorities.

Key issue 8: Improve skills addressing the informal sector.

The TVT system often fails to provide specialized and flexible training tailored to the informal sector due to limited outreach, rigid structures, and a lack of focus on skill development in the informal sector.

Strategies

- Customize and implement TVT curricula and training programs that address the skill needs of the informal sector.
- Design and implement a workable program certifying workers in the informal sector using competency assessment systems.
- Establish a system to recognize diverse approaches to deliver training to informal sector workers.
- Develop and implement a comprehensive training delivery program utilizing modular training tailored to the needs of informal workers.

Expected Outputs

- Increased number of TVT curricula and training programs customized for the informal sector.
- Increased number of informal sector workers trained and certified.
- Increased number of skilled professionals providing training and certification for youth in the informal sector.
- Increased number of youths trained and certified for employment in the informal sector.

Key Issue 9: Advance TVT internationalization and regional integration

Ethiopia's TVT system suffers from fragmented efforts in internationalization and regional integration, which limit its alignment with global standards and access to international resources due to the absence of a well-defined working framework.

Strategies

- Develop and implement a well-defined national TVT internationalization strategic framework.
- Establish and join regional TVT networks to foster collaboration and exchange programs.
- Develop mechanisms to establish an integrated TVT program for refugees and host communities.

Expected Outputs

- The National TVT internationalization strategic framework was developed and implemented.
- Increased number of staff and students participating in cross-border programs.
- Increased number of refugees enrolled in TVT programs.

Key issue 10: Enhance digitalization in TVT

The current state of Ethiopian TVT institutions presents substantial obstacles to digitalization, due to persistent infrastructure challenges, inadequate data infrastructure, widespread digital illiteracy, and a reliance on manual administrative processes.

Strategies

- Develop a digital infrastructure, national standard, and roadmap to upgrade TVT facilities.
- Integrate digital skills into TVT curricula.
- Upskill TVT instructors and administrators on digital tools and teaching methods.
- Automate administrative processes.
- Foster public-private partnership
- Digital-enabled training.

Expected Outputs

- An increasing number of TVT institutions are equipped with innovative technologies.
- Increased number of TVT programs with e-learning modules.
- Increased number of instructors trained and certified in digital tools.
- Increased number of automated administrative processes.
- Increased number of industry-based digital training programs.

Key Issue 11: Advanced green TVT

The integration of Green TVT is crucial, but it requires a significant shift, as existing curricula lack dedicated green skill modules and there is limited integration of green technologies and sustainable practices.

Strategies

- Develop a mechanism to systematically integrate green skills into TVT curricula and instructor development programs.
- Develop and execute a strategic roadmap to upgrade TVT institutions with eco-friendly infrastructure.
- Develop, implement, and enforce a strategic roadmap for campus greening initiatives.
- Implement initiatives to raise awareness and promote engagement in green TVT practices.

Expected Outputs

- Increased number of TVT and TVT instructor training programs integrating green skills.
- Increased number of TVT institutions with renewable energy systems installed.
- An increasing number of TVT institutions are implementing campus greening initiatives.
- Increased number of Green TVT clubs and awareness campaigns.

Key issue 12: Integrate and utilize indigenous knowledge and skills within the TVT system.

The lack of a structured framework to codify and integrate indigenous knowledge into Ethiopia's TVT curriculum is causing a significant disconnect. This not only risks the loss of valuable traditional skills and hinders cultural preservation but also limits economic opportunities by failing to create clear occupational pathways and specialized training programs in traditional sectors.

Strategies

- Develop a national framework to identify, document, and codify indigenous knowledge and traditional crafts across various sectors for integration into the TVT system.
- Revise the TVT curriculum to integrate indigenous skills and knowledge by creating specialized training programs and formal partnerships with master practitioners.
- Implement a system to promote research and innovation by creating platforms for trainees to apply modern tools to traditional practices.
- Launch initiatives to promote indigenous knowledge among TVT staff, students, and the broader community, ensuring its economic and social value is recognized and acknowledged.

Expected Outputs

- A comprehensive national database of indigenous knowledge and traditional crafts is established, serving as a standardized reference for the development of TVT curricula.
- All TVT curricula will be revised to formally incorporate indigenous skills, with a network of master practitioners serving as mentors and instructors.
- Training on indigenous and traditional crafts has begun, leading to an increase in the number of qualified artisans.

- Trainees successfully develop and market new products and services by integrating indigenous knowledge with modern technology, fostering increased entrepreneurship.
- Formal partnerships with community elders and practitioners are in place, leading to a revitalization of cultural pride and an increase in students pursuing traditional vocations.

Key issue 13: Build a resilient and adaptive TVT system.

The TVT system currently lacks the resilience to effectively respond to emergencies, leaving it vulnerable to unforeseen disruptions that impact its contribution to national development.

Strategies

- Develop a comprehensive national emergency response framework.
- Develop and implement a roadmap to invest in technological infrastructure for emergency preparedness and response.
- Develop a national emergency response protocol for effective disruption recovery.

Expected Outputs

- Increased number of TVT institutions in emergency-affected locations continuing operations.
- A growing number of TVT institutions are establishing a minimum capacity for emergencies.
- Increased number of internally displaced TVT students continuing training.

3.3 Pillar Three: Fostering Job Readiness Skills

Key issue 1: Enhance entrepreneurship and business development.

Effectively integrating entrepreneurship into TVT remains a challenge as the curriculum often prioritizes technical skills, and there's a lack of structured frameworks for entrepreneurial education, business incubation, and market-driven innovation.

Strategies

- Embed entrepreneurship courses within all TVT curricula.
- Equip TVT instructors with specialized training in entrepreneurship.
- Foster collaborations with industry stakeholders for practical exposure and mentorship.
- Create business incubation programs within TVT institutions.

Expected Outputs

- Increased proportion of TVT programs, including entrepreneurship courses.
- Increased proportion of TVT instructors completing specialized entrepreneurship trainer programs.
- Increased proportion of TVT graduates starting their businesses.
- Increased number of successful business startups incubated within TVT institutions.

Key issue 2: Improve Vocational guidance and counseling services

Many TVT trainees and graduates struggle to navigate career paths due to a lack of comprehensive information, the absence of a centralized job vacancy system, and insufficient vocational guidance and counseling programs.

Strategies

- Develop a comprehensive online platform that integrates career information, job listings, and alums profiles.
- Establish robust vocational guidance and counseling centers staffed by qualified professionals.
- Implement comprehensive placement services that leverage alum networks and industry partnerships.
- Establish a comprehensive graduate tracer system.

Expected Outputs

- Increased number of students engaging with online career resources.
- Increased number of TVT trainees receiving quality career guidance.
- Increased number of employed graduates and job listings.
- Increased number of TVT institutions with functional graduate tracer systems.

Key Issue 3: Leverage community-based apprenticeships and cooperative training.

The TVT system currently emphasizes formal internships and external work experience but does not adequately utilize community-based apprenticeship and cooperative training models, which are central to Ethiopia's informal economy.

Strategies

- Expand community apprenticeship models by connecting trainees with local artisans, cooperatives, and women's/youth associations.
- Recognize and certify traditional apprenticeship systems through RPL (Recognition of Prior Learning) frameworks.
- Establish TVT-community cooperative partnerships to promote local entrepreneurship and foster enterprise growth.

Expected Outcomes

- Increased number of trainees registered for community-based apprenticeships.
- An increased number of informal apprenticeships are formally recognized using the RPL framework.
- An increased number of cooperatives and community enterprises serving as training partners.
- An increased number of cooperatives and community enterprises serving as training partners.

Key Issue 4: Establish a national skills bank to enable the accumulation and transfer of skills.

Although many citizens in our country possess tangible skills, there is currently no system to officially register and utilize these skills. This limits citizens from fully benefiting from their abilities, results in lost job opportunities, and prevents the

optimal use of the country's human resources. Therefore, by establishing a national skills bank, we can strengthen the process of officially registering and transferring citizens' skills, enhance the pooling and sharing of skills, and enable citizens to benefit from their competencies while contributing to national development.

Strategies

- Establish a skills data collection and registration system by creating a modern and accessible database that allows citizens from various sectors to register their skills.
- Develop a skills recognition and assessment framework with clear and realistic criteria that enable citizens to gain official recognition for their skills.
- Match job opportunities with skills needs by facilitating the recruitment process and connecting the skills registered in the bank with labor market opportunities.
- Encourage skills exchange and continuity through training and experience sharing platforms that allow registered skills to be enhanced and new skills to be acquired.

Expected outcomes

- A comprehensive skills database that clearly identifies and records the skills possessed by citizens at the national level.
- Improved employment opportunities, enabling citizens to find jobs that match labor market needs.
- A conducive environment where skills can be easily transferred and accumulated across sectors.
- The development of training and experience-sharing platforms that allow for the enhancement of registered skills and the acquisition of new ones.

Key Issue 5: The Recognition of Prior Learning,

The TVT system lacks a unified framework for recognizing prior learning (RPL). Despite efforts, RPL's effectiveness is limited by inconsistent practices and fragmented implementation. This results in poor adoption and restricted recognition of valuable skills gained outside traditional settings, hindering the career mobility of a large segment of the workforce.

Strategies

- Establish a national RPL framework with clear guidelines to assess and certify skills gained outside of traditional settings formally.
- Develop a national digital skills portfolio to create a verified and comprehensive record of citizens' competencies and experiences.
- Launch a comprehensive communication strategy to raise awareness and promote the value of RPL among workers and employers.
- Establish and operationalize a national program to train and certify industry professionals as qualified RPL assessors.
- Integrate the RPL framework into GIG worker platforms and other employment services to promote the recognition of skills.



Expected outputs

- The national RPL framework is successfully implemented across all regions and key industry sectors, resulting in a system where prior learning is formally recognized and valued.
- There is a documented increase in the number of individuals, particularly those in the informal sector, who undergo and successfully pass RPL assessments, leading to formal certification.
- A national program for qualifying RPL assessors is fully operational, leading to a significant increase in the number of certified industry professionals qualified to conduct RPL assessments.
- A comprehensive communication strategy is successfully implemented, leading to widespread awareness and adoption of the RPL system among workers, employers, and educational institutions.
- GIG worker platforms and other job-matching services are integrated with the RPL framework, leading to an increase in the number of workers matched to jobs based on their formally recognized skills.

Key issue 6: Maximize opportunities in the domestic and global labor market.

Ethiopia is missing opportunities in the international labor market due to gaps in its overseas employment support system, including inadequate curriculum adaptation to global standards, insufficient emphasis on soft skills, and lack of globally recognized certification frameworks.

Strategies

- Develop and implement a national framework to equip TVT institutions with the necessary resources for preparing students for overseas employment.
- Design and integrate specialized training modules focusing on globally recognized skills.
- Promote the enrollment of TVT graduates in overseas employment training and certification programs.
- Engage in diplomatic and industry partnerships to negotiate mutual recognition agreements.

Expected Outputs

- Increased number of TVT institutions certified for overseas employment programs.
- An increased number of modules have been developed for overseas employment training.
- Increased number of TVT graduates certified with skills for overseas employment.
- Increased number of countries recognizing Ethiopian certifications.

3.4 Pillar Four: Enriching Research and Innovation Ecosystem

Key Issue 1: Enrich the TVT research ecosystem.

The development of the TVT system is hindered by limited research capacity, insufficient funding, poorly equipped workshops, a lack of motivation, weak collaboration with industry and universities, and the absence of a clear research framework.

Strategies

- Develop and implement a national framework to guide TVT research, with guidelines and incentives.
- Design and implement comprehensive training programs for TVT staff to enhance research capabilities.
- Initiate funding strategies to modernize research infrastructure in TVT institutions.
- Strengthen the Federal TVT Institute to conduct evidence-based research.
- Foster collaboration between TVT institutions, industries, and universities for joint research projects.

Expected Outputs

- Increased participation in industry-relevant applied research initiatives.
- Increased number of research projects planned and executed by TVT staff.
- Increased number of labs and workshops equipped for research.
- Increased number of publications in TVT research.
- Increased number of joint research projects between TVT institutions, industries, and universities.

Key Issue 2: Promote Citizen-led innovation and social innovation labs.

Current innovation initiatives emphasize technology transfer but overlook social innovation and grassroots problem-solving. Communities and citizens remain an untapped resource for co-creating locally relevant solutions.

Strategies

- Establish citizen innovation labs within TVT institutions to generate community-based solutions.
- Conduct community innovation challenges and competitions that address local economic, environmental, and social issues.
- Integrate social innovation research into TVT research priorities, with a focus on community-based development.

Expected Outcomes

- Increased number of TVT institutions hosting citizen-led innovation labs.
- Increased number of community innovation projects and competitions conducted annually.
- Increased number of social innovation research outputs influencing TVT policy and practice.

Key Issue 3: Implement a Strategic Framework to Leverage the Technology Transfer Process.

The absence of a strategic framework for technology transfer in Ethiopia's TVT system is a critical issue. A lack of trainer expertise, insufficient funding, weak industry collaboration, and a non-existent research culture hinder it. This prevents the system from effectively leveraging technology for national economic development.

Strategies

- Develop a national technology transfer framework with clear guidelines, incentives, and policies governing intellectual property rights.
- Design and implement a comprehensive capacity-building program for TVT instructors and staff to address a lack of technical expertise in new technologies.
- Establish and fund a national network of innovation hubs and technology transfer centers within TVT institutions to foster collaboration and research.
- Integrate technology transfer principles into the TVT curriculum to ensure programs are continuously updated and aligned with new technologies.
- Secure financial support for the acquisition, maintenance, and repair of new technologies to ensure the long-term sustainability of the TVT system.

Expected Outputs

- A greater number of intellectual property rights related to TVT-developed innovations are now protected.
- A growing number of TVT externship programs are completed by TVT staff, thereby enhancing their technical expertise.
- An increased number of standardized innovation hubs have been established across TVT institutions.
- A growing number of joint innovation projects are being completed between TVT institutions and local industries.
- A framework for technology transfer is integrated into the TVT curriculum, ensuring programs are aligned with new technologies.

Key issue 4: Enhance outreach services.

The effectiveness of TVT outreach programs is hindered by a lack of leadership, limited trainer engagement, the absence of a coordination framework, and resource constraints, impacting support to local industries and communities.

Strategies

- Develop and implement a robust outreach service framework.
- Conduct systematic research initiatives to identify community needs and assess the impact of outreach efforts.
- Engage local industry stakeholders to design training and advisory solutions jointly.
- Develop and implement a strategic program to increase resource contributions among all stakeholders.

Expected Outputs

- Increased number of TVT institutions with established outreach service programs.
- An increased number of outreach projects is improving socio-economic conditions.
- Increased number of local industry stakeholders participating in outreach.
- Increased total value of resource contributions from industry, community, and NGOs.

Key issue 5: Enhance talent hunting and development by implementing a talent-based training and placement system.

Ethiopia's TVT system lacks a structured approach to identifying and nurturing talent, resulting in a one-size-fits-all model. This leads to high dropout rates and a significant mismatch between graduates' skills and labor market demands, preventing the development of a specialized, highly skilled workforce.

Strategies

- Develop a comprehensive framework for talent-based assessment and personalized career pathways by using standardized aptitude tests and robust career counseling.
- Integrate talent development into the TVT system by establishing specialized Centers of Excellence and implementing skills competitions and talent showcases.
- Foster a culture of excellence and high achievement through the development and implementation of a national recognition program and incentive mechanisms for top-forming trainees and institutions.
- Formalize performance-based placement to ensure a direct match between graduates' skills and employer needs, guaranteeing a better return on investment for both trainees and the economy.

Expected outputs

- A comprehensive talent-based assessment and career guidance framework is fully implemented in all TVT institutions, resulting in personalized career pathways for every student.
- A network of specialized TVT Centers of Excellence has been established and is operational, hosting a documented increase in skills competitions and talent showcases.
- A national recognition program and incentive system is actively promoting excellence, with a documented increase in trainee and institutional participation.
- A performance-based job placement system is fully operational, resulting in a higher rate of graduates securing employment that directly matches their skills and the needs of employers.

PART FOUR



Part Four

Strategic Implementation Frameworks

This section outlines the key mechanisms and processes that will guide the implementation of the National TVT Strategy. It presents integrated frameworks for resource mobilization, risk mitigation, monitoring, evaluation, and learning, alongside a clear overview of the roles and responsibilities of key stakeholders at all levels. These frameworks are designed to ensure efficient resource allocation, proactive risk management, robust monitoring and evaluation, and strong accountability. Collectively, they provide a comprehensive roadmap for turning the strategic vision into concrete, measurable outcomes.

4.1. Resource Mobilization Strategic Framework

This strategic framework addresses operational and financial challenges by aligning TVT with Ethiopia's development objectives through ambition and collaboration. Acknowledging historical funding limitations, the plan adopts a phased approach: short-term policy alignment (2025-2027) and long-term performance-based funding (2028-2030) focusing on revenue expansion, infrastructure modernization, and global skill development. To tackle low private sector engagement, the framework introduces a Skills Development Levy (SDL) to formalize and incentivize industry contributions while fostering public-private partnerships and shared accountability.

The framework prioritizes internal revenue generation to reduce reliance on external funding, empowering TVT institutions to generate income through facility rentals, consulting services, and tuition fees. It also recommends establishing a TVT Basket Fund to consolidate international contributions, diversify donor support, and align reforms with global priorities, such as digitalization, gender equity, and the integration of green skills. Additional funding sources include community donations, CSR investments, and a dedicated TVT Infrastructure Fund supported by grants, concessional loans, and public-private partnerships.

This transformative framework brings together the government, businesses, donors, communities, and the diaspora to ensure sustainable funding and address systematic challenges effectively. Further, a detailed strategic approach for resource mobilization, including timelines, roles, and responsibilities inline to these guiding principles will be developed and implemented by key actors.

4.2. Risk and Mitigation Strategic Framework

Ethiopia's TVT Strategy 2025 Risk and Mitigation Strategic Framework is a proactive roadmap designed to tackle systemic challenges and support the nation's ambitious vocational education reforms. Using a structured risk assessment approach, the framework identifies key vulnerabilities across four strategic pillars, evaluates their likelihood and impact, and outlines practical mitigation strategies to address them.

By emphasizing collaboration, innovation, and adaptability, it seeks to transform Ethiopia's TVT system into a dynamic, inclusive, and globally competitive driver of socioeconomic progress.

More than a defensive tool, the framework catalyzes innovation. By anticipating challenges and adopting flexible solutions, Ethiopia's TVT system can build a skilled, resilient workforce to drive industrialization, reduce poverty, and enhance the country's global competitiveness. Through sustained collaboration, innovation, and investment, it ensures the TVT Strategy 2025 translates vision into tangible success, enabling millions of Ethiopians to thrive in a rapidly changing world.

The framework highlights critical risks tied to implementing the TVT Strategy 2025, categorizing them under its four strategic pillars and providing actionable mitigation measures.

Risk Mitigation Principles

- **Stakeholder Collaboration:** Engage industry, regions, communities and NGOs in risk mitigation through structured forums (e.g., Sector Skills Councils).
- **Monitoring and Evaluation:** Utilize the MEAL framework to track progress on mitigation and adjust strategies accordingly.
- **Resource Mobilization:** Leverage PPPs and international donors to fund high-risk areas (e.g., infrastructure, digitalization).
- **Capacity Building:** Prioritize training for trainers, leaders, and administrators to address systemic weaknesses and enhance organizational effectiveness.

Implementation

- Integrate this framework into the MEAL system for real-time risk tracking.
- Assign risk owners for each mitigation action (e.g., MoLS for governance risks, industry partners for employability risks).
- Review risks biannually to adjust scores and strategies in response to evolving challenges.

By systematically addressing these risks, Ethiopia's TVT Strategy 2025 can achieve its vision of a skilled, innovative, and resilient workforce driving national development. Inline to these, a systematic and structured risk assessment approach to minimize risk and to have resilient TVT system, including timelines, roles, and responsibilities will be developed further and implemented by key actors.

4.3. Monitoring, Evaluation, Learning, Accountability (MEAL) Framework

The Ethiopian TVT Strategy 2025 uses a disaggregated MEAL framework for Monitoring, Evaluation, Learning, and Accountability.

The MEAL framework for Ethiopia's TVT Strategy ensures effective implementation, continuous improvement, and alignment with sectoral goals through real-time feedback and measurable outcomes. It enhances the quality and impact of TVT programs, improving graduate employability and enabling evidence-based decision-making. The framework tracks progress, identifies challenges, and guides strategy execution through regular assessments and feedback, ensuring alignment with evolving needs. It will be led by a national coordinating body, fosters collaboration with stakeholders. It utilizes tools such as digital reporting platforms and a TVT Management Information System (TMIS) to promote transparency and accountability.

Further structured with clear roles, responsibilities, and performance indicators, the MEAL framework supports focused execution, periodic evaluations, and adaptive management. Ethiopia's TVT Strategy 2025 incorporates this approach across four strategic pillars, detailing focus areas, targets, verification methods, and objectives to ensure a clear and actionable implementation plan will be developed and implemented by key actors at all level.

4.4. Strategic Framework for Institutional Business Model and Operational Excellence, Marketing, Promotion, and Community Outreach

In line with Ethiopia's TVT Strategy, these three integrated frameworks present a comprehensive strategy for converting public TVT institutions into vibrant, inclusive, and long-lasting centers for skill development. For programs to satisfy labor market demands and promote equitable access, the Institutional Business Model & Operational Excellence Framework prioritizes stakeholder collaboration, financial resilience, and high-quality training. Also, the Public Awareness and Community Outreach Framework breaks down stereotypes through regional campaigns, multilingual content, and interactive events, supporting this effort. At the same time, the Marketing & Promotion Framework uses digital innovation, community involvement, and industry partnerships to rebrand TVT as a distinguished, future-ready pathway.

By combining strategic marketing, operational agility, and grassroots mobilization, these frameworks establish TVT as a vital component of Ethiopia's industrialization, socio-economic inclusion, and competitiveness in the global market. By aligning industry relevance, public trust, and institutional excellence, this approach empowers students, fills skill gaps, and cultivates a culture of lifelong learning for long-term national advancement. The guiding principles for these three integrated frameworks are presented as follows. However, the detailed implementation plan including responsibility, timeline and local context will be developed further by key stakeholders /implementers and have to be realized.

4.4.1. Institutional Business Model & Operational Excellence Strategic Framework

The Institutional Business Model and Operational Excellence Strategic Framework aligns TVT institutions with Ethiopia's national vision for sustainable industrial growth and socioeconomic development, as outlined in the TVT Strategy. This framework integrates a business model approach with an operational excellence strategy, ensuring institutions deliver high-quality, industry-relevant training and operate efficiently and adaptively. At its core, the framework begins with a precise strategic alignment by establishing a unified vision, mission, and core values that drive quality, equity, innovation, and stakeholder engagement. The business model component leverages key elements, including a compelling value proposition, targeted customer segments, streamlined key activities, robust resources, strategic partnerships, diversified revenue streams, and cost optimization. These elements enhance the institution's ability to deliver competency-based training that meets the evolving demands of the industry.

Complementing this, the operational excellence component focuses on strengthening governance and leadership, implementing rigorous quality assurance and continuous improvement processes, and advancing digital transformation. It also emphasizes comprehensive risk management, sustainability practices, and proactive stakeholder engagement to foster collaborative partnerships.

The framework is underpinned by clearly defined objectives, specific initiatives, measurable KPIs, and an implementation roadmap spanning short-term, medium-term, and long-term actions. These elements provide a strategic blueprint for institutions to achieve operational resilience, drive innovation, and secure long-term financial sustainability while remaining agile in a rapidly changing environment. In summary, this integrated framework transforms the traditional operational model into a dynamic, data-driven system fully aligned with the national TVT strategy, ensuring that institutions become quality, efficient, and sustainable growth engines.

4.4.2 Marketing & Promotion Strategic Framework

The Marketing & Promotion Strategic Framework aligns TVT institutions with the national vision outlined in the TVT Strategy. This framework aims to enhance the public perception of TVT, position vocational training as a prestigious and viable career pathway, and utilize digital tools to reach a broader audience. It focuses on key dimensions, including enhancing public awareness and brand image, promoting vocational careers, boosting digital engagement, and strengthening stakeholder and industry collaborations.

Clear objectives, actionable initiatives, measurable KPIs, and defined timelines underpin each framework dimension. The framework provides a comprehensive roadmap that drives increased enrollment and engagement, ensuring that promotional efforts are continuously refined through robust monitoring and evaluation. Ultimately, this strategic approach builds a strong, sustainable TVT brand that resonates with prospective students, industry partners, and the broader community, supporting national development and workforce growth.

This framework ensures that TVT's marketing and promotional efforts are strategically aligned with the national TVT vision. It outlines clear objectives, actionable initiatives, measurable KPIs, and defined timelines to build a robust and sustainable marketing presence that enhances public awareness, attracts competent or talented candidates, and strengthens stakeholder partnerships.

4.4.3 Public Awareness & Community Outreach Framework

The Public Awareness & Community Outreach Framework is a comprehensive strategy designed to elevate the public image of TVT institutions and deepen their engagement with local communities. Aligned with the TVT Strategy, the framework outlines clear objectives and targeted initiatives to build a cohesive TVT brand, promote vocational careers, and foster inclusive outreach across diverse audiences. It emphasizes multi-channel campaigns, spanning traditional media to digital platforms and community-based events, involving local leaders, stakeholders, and marginalized groups.

By establishing measurable KPIs and a defined timeline for implementation, the framework ensures continuous monitoring and improvement, driving both increased enrollment and stronger community partnerships. In essence, this strategy creates a robust roadmap for transforming public perceptions of TVT and reinforcing its role as a vital engine of national development. This comprehensive framework enables TVT institutions to enhance their public image, effectively engage with local communities, and promote inclusive outreach, all while leveraging digital channels to expand their reach. The framework provides a strategic roadmap to enhance public awareness and community engagement in line with the national TVT Strategy by setting clear objectives, implementing targeted initiatives, and regularly monitoring progress through defined KPIs.

4. 5. The RACI matrix is a strategic framework for Ethiopia's TVT strategy

The RACI matrix is a strategic framework for Ethiopia's TVT strategy, outlining governance, implementation, and oversight responsibilities and addressing the complexities of transforming the TVT system. The matrix, based on four strategic pillars Empowering TVT Governance, Improving Relevance and Quality, Fostering Employability, and Enriching the Research and Innovation Ecosystem assigns specific tasks. The framework involving key players in Ethiopia's TVT system aims to transform it into a responsive, high-quality, and inclusive engine for national development, ensuring effective communication and coordination.

RACI methodology to categorize key issues into specific stakeholder sections, including:

- **MoLS (Ministry of Labor and Skills):** Responsible for the overall strategy and policy direction, ensuring overall accountability (A) across all strategic areas.

- **TVT Coordination Body (National):** Primarily responsible for policy design, national coordination, and cascading strategic guidelines, or is consulted for specific expertise.
- **Regional Authorities:** Lead local policy implementation and monitoring, ensuring national policies are adapted to regional needs.
- **Sector skill bodies:** Provide sector-specific expertise to align industry needs with training initiatives, often consulting or sharing responsibility depending on the issue.
- **TVT Institutions:** As the operational centers, they oversee daily training activities and programs.
- **Institution Board:** The internal governing body within TVT institutions, responsible for strategic alignment and oversight while TVT institutions operate programs.
- **TVT Instructors:** Responsible for delivering high-quality training and maintaining academic standards.
- **TVT Trainees:** The primary beneficiaries of feedback are TVT trainees, who are generally informed throughout the process.
- **Industry/Private Sector:** Actively contribute to ensuring curricula and training programs remain relevant to labor market needs.
- **Quality Assurance Body:** Responsible for standardization, accreditation, and robust assessments to ensure the quality of training.
- **Development Partners:** Typically consulted to provide technical and financial support.
- **Newly Established Forms:** Emerging advisory committees or mechanisms are established to address specific implementation challenges and assume roles as defined during the implementation process.

Each cell is marked as:

- **R (Responsible):** Performs the work;
- **A (Accountable):** Ultimately answerable for the task's completion;
- **C (Consulted):** Provides input (two-way communication);
- **I (Informed):** Kept up-to-date on progress (one-way communication).

This matrix is designed as a living document; it can be further refined through ongoing stakeholder consultations to reflect local priorities and operational details as the strategy is cascaded into regional and institutional action plans.



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The Ministry of Labor and Skills was founded following the national reform with Proclamation No. 1263/2022, which oversees national job creation, skills development, and labor concerns.

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