

**ToT Training Evaluation Feedback Result and Discussion of the Quantitative Analysis
(Conducted on February 27, 2018 with 75 TVET Trainers and Experts)**

Table 1: Personal Information

Sex			Qualification		
	Frequency	Percent		Frequency	Percent
Male	64	85.3	Diploma	1	1.3
Female	10	13.3	BA/BSc	55	73.3
No Response	1	1.3	MA/MSc	13	17.3
Total	75	100.0	Other	5	6.7
			Do not Know	1	1.3
			Total	75	100.0

As Table 1 depicts, among the 75 ToT trainers and experts on inclusion of TVET, only 13.3% were females implying the low level of female participation in the TVET system. Regarding qualification of instructors or trainers, most of the participants (73.3%) were found to have first degree below the minimum policy standard in specialized institutes like TVET Colleges. With regard to specialization, the participants from 54 TVET College trainers trained in 31 areas of specialization, where Building Construction (18.7%), ICT (9.3%), Special Needs (6.7%), and Manufacturing (6.7%) were among the leading (see Annex or SPSS Output for details).

Table 2: Region of the ToT Participants

Region	Frequency of Participants	Percent
Amhara	19	25.3
Oromiya	23	30.7
SNNPR (Southern Region)	11	14.7
Tigray	12	16.0
Addis Ababa	5	6.7
Benshanguel Gumuz	2	2.7
Harari	2	2.7
Dire Dawa	1	1.3
Total	75	100.0

As shown in Table 2, the ToT participants comprise of 6 Regions and 2 City Administrations. Accordingly, most of the participants were from Oromiya (30.7%), Amhara (25.3), Tigray (16%), and SNNPR (14.7).

Table 3: Existence of Students with Disability in TVET Colleges

Existence of Students with Disability in Colleges			Existence of Students with Disability in Classrooms		
	Frequency	Percent		Frequency	Percent
Yes	59	78.7	Yes	28	37.3
No	10	13.3	No	42	56.0
Do not know	6	8.0	Do not know	5	6.7
Total	75	100.0	Total	75	100.0

Table 3 deals with existence of students with disabilities in TVET Colleges. To this end, majority of respondents (78.7%) confirmed that there were few students in limited areas of vocational training. Conversely, more than half of participants (56%) indicated that students did not exist in their classrooms

Table 4: Number of Students with Disabilities in Selected TVET Colleges

No.	Name of the TVET College	Number of Students with Disabilities	Remark
1	Debre Markos Polytechnic	20	
2	Kombolcha Polytechnic	4	
3	Injibara Polytechnic	2	
4	Debre Birhan Polytechnic	15	
5	Gonder Polytechnic	15	
6	Bahir Dar Polytechnic	27	
7	Debre Tabor Polytechnic	5	
8	Woldia Polytechnic	3	
9	Addis Ababa Tegbared Polytechnic	2	
10	Korem Technical College	5	
11	Maichew Polytechnic	12	
12	Maiyechew A-TVET College	4	
13	Axum Polytechnic	8	
14	Shire Polytechnic	17	
15	Humera Polytechnic	2	
16	Merti TVET College	4	
17	Robe Polytechnic	7	
18	Fitche Polytechnic	4	
19	Holeta Polytechnic	2	
20	Yabello Polytechnic	3	
21	Adama Polytechnic	4	
22	Chercher Polytechnic	5	
23	Dabena Polytechnic	5	
24	Arba Minch Polytechnic	30	
25	Aman Polytechnic	10	
26	Hossana Polytechnic	48	
27	Wolkite Polytechnic	10	
28	Assosa Polytechnic	19	
29	Harar Polytechnic	24	
30	Dire Dawa Ethio-Italy Polytechnic	10	
31	Wukro A-TVET College	2	
32	Sheba University College-Private	6	
33	Dr. Tewelde Health Science College	1	
34	Tullu Bolloo	2	
35	Arsi Neggele	2	
36	Jimma Polytechnic	1	
37	Ambo Polytechnic	1	
38	Sibu Sire TVET College	2	
39	Arsi Robe TVET College	2	
	Total	345	

As to the number of students with disabilities and their area of specialization, there were a total of around 345 students with disabilities in the areas of ICT, Garment, Sanitary, Electricity, Textile, Manufacturing, Surveying, Building Construction, GMFA, Furniture Making, Accounting, Automotive, Pharmacy, AoST, Cooperative, Natural Resource, Crop Science, Food Preparation, TMD, General Mechanics, Electro Mechanics, Animal Health, and etc. The total number 345 is aggregated from the ToT participants those confirmed existence of students with disabilities in their respective TVET Colleges. The number of students with disabilities in some Colleges may not be exact as participants tried to mention students, whom they are familiar. To this effect, better data could be obtained from Regional TVET offices.

Table 5: Before the ToT Training

	Frequency	Percent			Frequency	Percent
Not Aware of Inclusion	45	60.0		Not Interested in Inclusion	5	6.7
Somewhat Aware of Inclusion	23	30.7		Little bit Interested in Inclusion	28	37.3
Totally Aware of Inclusion	5	6.7		Really Interested in Inclusion	41	54.7
No Response	2	2.6		No Response	1	1.3
Total	75	100.0		Total	75	100.0

According to Table 5, most of the respondents (60%) confirmed that they were not aware of inclusion before the ToT training. However, little bit more than half of the participants (54.7%) interested in inclusion.

Table 6: After the ToT Training

	Items	Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	I know better how to include all students In my teaching	71	94.7	-	-	4	5.3
2	I know better how to promote of every students	71	94.7	4	5.3	-	-
3	I can better promote collaboration between students	68	90.6	4	5.3	1	1.3
4	I am more aware of students diverse learning styles	71	94.7	2	2.7	1	1.3
5	I know better how to reduce barriers for learning of my students	73	97.3	2	2.7	-	-
6	I know more about student centered learning methods	74	98.6	1	1.3	-	-
7	I understand about my attitudes on learning of my students	72	96.0	1	1.3	2	2.7
8	I like more information to act in inclusive way in my work	74	98.6	1	1.3	-	-
9	I know better how to promote inclusive education in my college	73	97.3	1	1.3	-	-
10	I cooperate with stakeholders to support learning of my students	74	98.6	1	1.3	-	-

As shown in Table 6, great majority of the participants witnessed that the ToT training in inclusive education contributed for their learning and future career as TVET trainers.

ToT Training Evaluation Feedback Result – Transcription of the Qualitative Items

(Summary of the Discussion and Open-ended Items)

General Information

Number of ToT participants in the discussion - 75 TVET trainers and experts

Number of TVET Colleges participated – 56

Number of Regions participated - 8

Number of facilitators - 2

Date – February 27, 2018

Venue – Federal TVET Institute (FTI)

The training evaluation and action plan went well. Apart from helping the ToT trainees to fill the questionnaire, Ato Azmera and Dr. Yekunoamlak were able to get them face-to-face so that they provide transparent and in-depth firsthand information about the ToT. Both facilitators elaborated the purpose of ToT to the participants by way of introduction. They mentioned that the training is expected to multiply and serve as a catalyst like yeast instead of keeping it on shelf. The facilitators also advised participants to make use of income generation activities and mobilize resource (fundraising is friend raising) in order to complement government budget for the diverse needs in the TVET Colleges .

Accordingly, through the face-to-face discussion with 75 ToT participants, the following benefits, gaps, and suggestions were forwarded

Benefits

- Most of the participants during the discussion mentioned that the ToT training was very good and transparent. They also stressed that the training environment was favorable and inclusive.
- Previous training for administrators was multiplied and accessible to cluster institutions.
- Some of the trainees of ToT indicated that the training supported them and they have no prior knowledge on inclusion.

On top of these benefits, the same group of respondents outlined the following points for the open-ended question *what was the most important thing for you in the ToT training*

- Student centered, participatory, diverse styles of learning, learning by doing, and group based exercises were appreciated by the participants. Theoretical and practical ToT was relevant and enabled participants to know national and international policies and practices in order to identify their existing status and where they should start inclusive education. Moreover, the training was supported by simulation not only theory so as shape negative attitude of the trainees.
- Training guided ToT participants to consider the human rights of people with disability.
- Participants learned how to create awareness of the society and manage classroom. They are also willing to share experience from the ToT and want to apply to their TVET Colleges.

- ToT participants were overwhelmingly happy when they knew the difference between impairment and disability. Accordingly, impairment refers loss of psychological or physical body of a person while disability implies when someone cannot perform task because of the impairment or the environment makes the impaired person not to work.
- Interestingly, the participants noted inclusive principles, psychological perspective of inclusive education, factors affecting inclusive education, barriers of disability, and vocational guidance. The ToT enabled the trainees to understand concepts, which they did not know previously. Before this training, perception of some trainees towards disability was based on personal feelings not scientific outlook.
- ToT enabled participants how to develop the capacity of persons with disability and how to create suitable learning environment including infrastructure for them.
- Impressing feature of ToT demonstrated that it was conducted by some well-versed and physically impaired professionals, who can understand the condition of people with disabilities. The training styles of other Finnish and Ethiopian trainers were also interesting.
- It was interesting to know that people with impairment can do any job if treated equally and when the environment is favorable for them. On the other hand, it was shocking to know that our economy loses 5.1% from the GDP due to the exclusion of the impaired people. Hence, it is very difficult for Ethiopia to reach 2025 GTP goal by discriminating people with disability.

Challenges and Gaps

- Minimal follow-up and supervision by the Federal, Regional, and Zonal authorities
- To what extent high schools, local authorities, TVET Agencies/Commissions/Bureaus committed to create awareness and recruit students with disabilities in the TVET Colleges
- Are the ToT participants going to train all TVET teachers or selected teachers in their respective Colleges
- Limited resource and budget to transfer the ToT into real-life-situations of the TVET Colleges
- Absence of translation service for hearing impaired trainees.
- No career structure and incentive mechanisms for those who work in TVET inclusion
- Some regional focal persons and experts have no necessary preparation and professional background. As first aid worker cannot perform surgery, care has to be taken during work assignment
- CoC packages including measurement not synchronized with the needs of students with disability
- Attitude problem exists among some TVET teachers on making TVET inclusive
- Unless training is properly translated into action, it may result wastage of resources. In some regions, sign language training was given many times. However, its implementation is questionable. On the other hand, skill training on sign language and brail is missing in certain regions.

Suggestions

- Need for joining hands and commitment among high schools, local authorities, TVET Agencies/Commissions/Bureaus in order to create awareness and recruit students with disabilities in the TVET Colleges
- The movement of making TVET inclusive is started and all stakeholders are expected to keep the momentum.
- Need to involve private TVET Colleges in inclusive training.
- Experience in some TVET Colleges such as Adama, Hossana, Debre Birhan, and etc. should be scaled up. For instance, in Debre Birhan TVET College, they were able to identify and train some hearing impaired individuals from the surrounding people with strong resistance in the part of the community. The College also prepared ramp for students using wheelchair. As a result of these interventions, the trainees became successful and started to earn living by getting rid of their previous hand-to-mouth way of living. Such success stories need to be written and the case studies disseminated to all concerned parties.

In addition to these suggestions, the participants stated the following points for the open-ended question that requires *additional remark*.

- Time was short for ToT and the payment found to be low. Materials such as flash disc need to be provided for the trainees.
- Training should be inclusive to all Government and private TVET Colleges because in private Colleges there are a lot of students with disability.
- There should be follow-up check and need to cascade the training to other Colleges.
- After the ToT, I have better understanding of people with disabilities and my attitude started changing. It needs concerted efforts of all concerned stakeholders in order to change the social attitude of the community towards people with disability.
- Training on inclusive education needs continuity and follow-up in all TVET Colleges.
- It would have been good if trainees get one compiled training manual before the training or at least towards the beginning.
- Depending on students disabilities, different formal and informal training must be differentiated and should be discussed with varies stakeholders like microfinance, micro and small enterprises. After training what will be the fate of students with disability! This question must be discussed because the aim of TVET is not only training
- There should be a skill training like mobility, brail, and sign language
- It is suggested to continue the training with the same ToT participants rather than changing the participants.