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Examining the Role of TVET-Industry Partnership on the Acquisitions of Employability Skills of Polytechnic Graduates in Oromia

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ABSTRACT: The purpose of this paper is examining the role of TVET-industry partnership on the acquisitions of employability skills of polytechnic graduates. It highlighted the concept of Partnership, TVET-industry partnership, and employability skills as perceived by college deans, trainers, employed TVET college graduates, and industry managers. A qualitative case study design was employed in this study utilizing the methods of in-depth interviews and document review with key informants to provide data. The findings of study revealed, effective TVET-industry partnership highly contributes to the improvement of acquisitions of employability skills of polytechnic graduates provided that lack of initiative by TVET institutions and poor response from the industries, lack of curriculum reviews as per the requirements of industry, lack of policy supported incentive mechanisms for industry in implementing effective TVET-industry partnership were among the major challenges facing the collaboration of TVET and industry,. Thus, to improve the acquisitions of employability skills of polytechnic graduates the researchers recommend that, the government should works on promoting TVET-industry partnership and other key stakeholders on the mutual benefits of TVET-industry partnership, formulate policy and strategy supported incentive mechanisms for industries, and the curriculum should be reviewed and updated to meet the constantly changing demands of the labour market.

Key Words: employability skills, industries, partnership

I. INTRODUCTION

The outputs of the TVET institutions are the input of the industries. Therefore, technical institutions should have closed linkages with the world of work to facilitate support of industry for the enhancement of practical training through placement of trainees on work experience attachment and exchange programs for the instructional staff. The acquisition of workplace skills is seen universally as a key driver of economic and technological development. Therefore, it is imperative for effective leaders of institution or organization to be constantly adapting their approaches to fit the situation and organizational contexts (Bolman and Terrence 2003). The essential role of Technical Vocational Education and Training (TVET) in facilitating skills development for the socioeconomic and technological development of countries globally account for the increasing importance that is being attached to TVET (UNESCO, 2009). According to African Union (2007), the most important feature of TVET is its orientation towards the world of work and the emphasis of the curriculum on employability skills. Employability implies the work readiness of graduates. Employability skills include communication, interpersonal, teamwork, problem solving, research and analytical, planning and organizing, technology and life-long learning skills. They are the generic skills every worker is expected to possess to work smoothly and comfortably with management and colleagues in organizations. Employers tend to value employability skills more highly than disciplinary-based understanding and skills (Yorke, 2006; Harvey, 2005). Employability skills are major recruitment concern of employers in both developing and developed nations of the world.

Throughout the world, and particularly countries in developing countries like Ethiopia, renewed efforts are made to promote TVET for skill formation that would enhance productivity and sustainable global competitiveness (Dasmani, 2011). Technical and Vocational Education and Training (TVET) is an educational approach that is oriented by training process and emphasis on what is to be done in the workplace to meet the industries requirements and also to enhance individual development. There is a need for increased networking and integrated approaches to influence outcomes of technical and vocational education. Adequate collaboration

between technical and vocational education and training (TVET) institutions and industries would lead to provision of relevant practical skills that would contribute to the graduate's employability.

Employability skills become an international concept even though they come with such various names as generic skills, employability skills, key skills, core skills and others. However, they basically share the same core notion which is the ability that tends to lead more to non-technical skills (Bridgstock, 2009). The application of employability skills is to ensure that someone gets the opportunity to get employability skills, job maintenance and work efficiency needed

(Sermasuk, Triwichitkhun, & Wongwanich, 2014). Adequate supply into the labour market of graduates with viable skills underpins a nation's ability to position itself against global competitors and increase its capacity for innovation and enterprise. Thus, amidst the increasing global socio-economic challenges, nations are investing in education that will produce highly self-reliant, confident and competent graduates (World Bank, 2019; ILO, 2015).

Stakeholders in education including employers of labour are needed to be concerned about the graduate acquisition of skills relevant to today's world of work. The increasingly important role of technical and vocational education and training, and the needs of the labour market are changing the training approaches of TVET institutions. There is a need for increased networking and integrated approaches to influence outcomes of technical and vocational education (Atchoereria, & Delluc, 2001; Afeti, 2006). One of the salient features of TVET is its alignment towards equipping graduates with employable skills through Competency-Based Education and Training (CBET) (Dasmani, 2011). Consequently, in order to guarantee employable skills among graduates, Ethiopia has made efforts in improving TVET by establishing federal TVET Agency, designing national TVET strategy, the development of national TVET qualification framework among other things.

Industry is the major customer of TVET. In order to meet the manpower needs of the 21st century workplace, the manpower work force has to possess the right skills, up-to-date knowledge, the right attitude and abilities to do the work in line with the demands of the occupation. All these can be achieved through effective TVET-industry partnership (Thacker 2002; Roever 2000). Without the linkage with the industry TVET graduates cannot maintain professional competencies and also the industrial output can't be growth only with low-level human resources (World Bank, 2017). The goals of preparing graduates with enhanced employability skills without adequate collaboration between technical and vocational education and training (TVET) institutions and industries will not be possible. Industry participation in TVET curriculum and workplace training opportunities is the primary way of achieving this. If employers are not involved in the process of the specific skills attitude and behaviors required by graduates, they are less likely to see any relevance between TVET and their skills needs. Training is a strong determinant of achieving the objectives of education programme such as Technical Vocational Education and Training (TVET). However, series of report from the labour market (such as the International Labour Organization) on the status of TVET graduates in Africa is that TVET graduates do not possess employable skills. This non possession of employable skill is as a result of TVET delivery system in Africa; which is characterized by inadequate human and material resources amongst others (World Bank, 2017; ILO, 2015). According to the Education and Training policy of Federal Democratic Republic of Ethiopia (FDRE), the technical and vocational education and training strategy described TVET as an education system that promotes competency based training (MoE, 1994). In connection with this, the national TVET strategy clearly indicated TVET has to respond to the competence needs of the labor market and create a competent, motivated and adaptable workforce capable of driving economic growth and development (MoE, 2008). TVET is, therefore, it is an avenue to empower the youth to be self-employable, to have employable skills and to boost economic development.

The objectives of Ethiopian national TVET Strategy was designed with this alignment; to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy, at all levels and to all people (MoE, 2008). Moreover, the Ethiopia Occupational Standards (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). The national standards, defines the occupational skill requirements and expected outcome related to a specific occupation without taking TVET delivery into account (MoE, 2008).

The acquisitions of relevant skill through training are a prerequisite for graduates employment and productivity at work. The Ethiopian Growth and Transformation Plan (GTP II) assigns a keyrole to the education sector for accelerating economic growth, achieving development goals and becoming middle-level income

countries by 2025. Specifically, technical Vocational Education and Training has undergone qualitative and quantitative changes in Ethiopia. The number of TVET institutions and trainee enrollment has highly increased. The budget allocated for TVET and the institutional capacities of regional TVET agencies are elevated now days. Following the Education and Training Policy of 1994, TVET in Ethiopia was not only tremendously expanded and diversified, but efforts were made to make it relevant to the national development needs of the country. In connection with these, the Ethiopian national TVET strategy has been developed to respond to the competence needs of the labor market by creating a competent, motivated and adaptable workforce capable of driving economic growth and development. Despite the ever increasing effort from the government, particularly through practice of outcome-based training system, interventions for skill development, attempts to make the TVET system more responsive to labor market, the unemployment rate of TVET graduate is significant (MoE, 2008). In outcome based approach, the linkage between TVET and industry is very necessary. For the TVET graduates, industry is the main place for the job market and for the industry, technical and vocation and training institutions are the main. School-based training, internship, apprenticeship, and cooperative training program are major forms of training integrated into training activities of TVET education system in Ethiopia. Although, such training approaches have been in place, the results of TVET-Industry partnership towards the intended goal were not effective.

The national TVET strategy clearly indicated that, the cooperative training modality requires trainees to spend 30% of their time in the TVET institution to develop basic skills and 70% in industry to acquire practical skills in the workplace. This study designed to examine the role of TVET-industry partnership in the acquisitions of employability skills of polytechnic graduates in the case of two polytechnic colleges (Bishoftu Polytechnic College and Sebeta Polytechnic College) in Oromia region, Ethiopia using the following basic questions. 1) What is the contribution of TVET-Industry partnership towards the acquisitions of employability skills of Polytechnic graduates as perceived by college deans, trainers, industry managers, and employed TVET graduates? 2) What are the major factors influencing the success of TVET-Industry Partnership as perceived by Polytechnic college deans and trainers, industry managers, and employed TVET graduates?

Different local studies revealed that, the status of partnership between the TVET training institutions and stakeholders at all level is found to be low resulting lack of chances for the trainees to be trained in industries in order to acquire and develop their employability skills in addition to class based training (Bayisa 2016; Birhane, 2014; Bantalem, 2014). Moreover, most employers of the country foreword complaint on TVET graduates as possessing low level skills required for employment in industries, low practical knowledge and lack of confidence in carrying out their duties and responsibilities. These studies also found that, graduate competences in using skill and knowledge acquired, and the status of collaboration between TVET institutions and stakeholders have been found weak. Empirical evidences showed that, the success of workplace-based training is more possible through an enduring partnership between TVET institutions and industries.

International recommendations of the UNESCO for the improvement of technical and vocational education and training systems systematically referred to the need to form closer links between training and the labor market. It was found out that industrial attachment was the most pronounced linkage; lack of initiative by TVET institutions and poor response from the industries were among the major challenges facing the partnership of TVET and industry (UNESCO, 2015).

The relationship between industry and academic institution occurs in various ways. Theoretically, there are three types of partnership programs. The partnerships between industry and academic institutions have three major foci: philanthropic, research related and training related (Austin and Peter, 2000). The first is Philanthropy: This type of partnership program is the most common structure of partnership between industry and higher education, engaging industry as the corporate donor and the institution as recipient (Austin & Peter 2000). Furthermore, philanthropic partnerships generally demand the minimum strategic arrangement and relationship management, once established, can lead to opportunities for research or training partnerships. The second is Research-based: Research-based partnerships include a wide range of partnering activities ranging from individual faculty engagements to complex research contracts forged at the institutional level (Washburn 2005; Bok 2003). The third is Training-based partnerships: Training-based partnerships have become better known in the last few decades, existing in many forms since the growth of vocational education, to address issues such as the acquisition and development of employee skills, specifically in the areas of technology and science. Different scholars state that training-based partnerships are considered as an “add-on,” and tangentially linked to the main academic mission. Training partnerships (including outsourced training or outside training) are a form of training provided by professional training organizations. These include private companies, educational institutions such as colleges and universities schools and publically supported training centers for organizations both in the

private and public sector (Allen 2002). Moreover, transfer of knowledge is accomplished through a teaching and learning environment where the curriculum is related at least to some extent to industry partner needs. Successful partnership demands paying considerable attention to factors that have significant impact on their success. In this regard, Bray and Scalzo (2005:98) indicated that, Partnerships, like other commercial activities, “have to be carefully planned, managed, evaluated, and nurtured over time” (Bray & Scalzo 2005:98). Different scholars pointed out that, partnership programmes cannot be viewed simplistically as a „one-way street“ favoring only the industrial or educational institution’s interest (Giesecke 2012; Borrell-Damian. et al., 2010). The partnerships between TVET institutions and industries are built on the recognition of mutual need and perceived value. Bowie (1994) pointed out that, the industry partner can obtain an advantage through access to skilled scholarly researchers connected to research facilities; tailored training and collegiate programs for their workforces; and improved vision and reputation based upon partnership with training institutions. In addition to the acquisition of new employee competencies, these partnerships may impact the competitive benefits industry (Wollenburg, 2010; Meister 2003; Bowie 1994). For the TVET institution, a partnership with industries can create the opportunity to get access to modern technologies for their trainers and trainees, and customizing their training to the nature and the needs of the industry, it also offer a new source of income including access to finance for research endeavours in a vocational area (Meisler 2004; Meister 2003; Newman, Couturier & Scurry 2004).

The theoretical framework of this study was based on the strategic partnering theory. The conceptual framework covers three key impacting factors in training partnerships. These include environmental factors influencing training partnerships, training factors in partnerships and people factors impacting partnerships. These three key elements are needed in building strategic partnerships: environment, training/process and people (Cruz & Marques 2012; Ivery 2010:20- 37; Mohr & Spekman 2006; Callan and Ashworth, 2004; Lendrum 2003). These factors presented by Lendrum, Callan and Ashworth are similar to the current impacting factors on partnerships between TVET institutions in Ethiopia such as Polytechnics and their industry partners. Therefore, this model was selected as a theoretical framework of this study.

TVET programs in Ethiopian context are currently categorized in to four sectors having different training components within it. The sectors are agriculture sector, economic infrastructure sector, culture, and sport and tourism sector, industry development sector. The industry development sector encompasses textile and garment, metal manufacturing, furniture making, and information technology as training component. The TVET-Industry partnership related to textile and garment technology, and metal manufacturing fields of the industry development sector were considered in this study. Using the aforementioned theoretical lenses, the researchers want to explore factors affecting the success of TVET-industry partnership

II. METHODOLOGY

Research Design

The study comprised a qualitative paradigm in order to explore the views of the TVET leaders, trainers, employed graduates and employer industries towards factors influencing TVET-industry partnership. This study is located within the interpretivist paradigm which describes the view that knowledge about reality is socially constructed and can only be accessed through direct social interaction with people’s shared meaning, language, experiences and consciousness (Cresswell, 2003; Myers, 2009; Cohen, & Morrison, 2011). This paper explored the role of TVET-industry partnership in the case of Bishoftu Polytechnic College, Sebeta Polytechnic College, To answer the research question, qualitative approach with case study design was employed. The design was considered appropriate because it enabled the researchers to interact with the participants in their settings. The case was factors affecting TVET-industry partnership. In the views of Denzin and Lincoln’s, qualitative inquiry is one that situates the researcher within a world or group of interpretive activities that makes the world observable to the researcher. In other words, the researcher is intimately involved in the process (Denzin & Lincoln’s, 2011). The data generated in a qualitative inquiry conveys the views, actions, and motives of individuals and the environment in which they find themselves (Myers, 2009). When the aim of a study is to provide answers to the “how” and “why” questions, where, the researcher does not have control over the flow of information from participants, and then case study is employed (Yin, 2008; Shuttleworth, 2008).

Source of Data

In this study, semi structured in-depth interviews, document analysis (TVET strategy, OS, and curriculum), were used as the primary sources to collect data. Primary data sources were TVET

leaders, trainers, employed graduates and employer industries. Secondary data sources mainly covered technical document analysis (TVET strategy, occupational standard, and curriculum).

Sampling Techniques and Sample Size

This study was conducted at Bishoftu Polytechnic College, Sebeta Polytechnic college, Canoriya Garment, and Absiniya Steel Factory. Participants of the study were TVET leaders, trainers, employed graduates, employer industries managers/supervisors. Considering their active collaboration for industrial attachment, the Canoriya Garment, and Absiniya Steel Factory who have partner's relationship with Bishoftu polytechnic college and Sebeta Polytechnic college for the purpose of cooperative training, internship, and apprenticeship, they were selected purposively. Qualitative data collection (interviews) was conducted with 2 Managers and 4 supervisors in the said company, from both polytechnic colleges (2 dean, 2 vice-deans, 4 sector head, 6 trainers), and 3 employed TVET graduates. For qualitative researchers, the selection of a document for analysis should be strictly based on their relevance to the study at hand and the time frame allotted to carry out the study (Bell 2010; Kaplan & Maxwell (2005). Based on this assumption, critical review of the following three national documents (2008) TVET national strategy, OS and curriculum for garment technology and metal manufacturing level III) were reviewed. These documents provide the necessary information needed for the study.

Methods of Data Collection

To answer the research question of the study, semi-structured in-depth interview guide was used. Some of the major topics addressed in the interview were identifying the current status of TVET-industry partnership, the contribution of TVET-industry partnership on the acquisitions of skills for employability of TVET graduates, and factors affecting TVET-industry partnership, The interview schedule with key informants was arranged through the facilitation of college dean and department heads of Bishoftu Polytechnic College, Sebeta Polytechnic College, and managers and supervisors of the said companies. An interview which took approximately 30 to 40 minutes was conducted on one-to-one basis and recorded.

Method of Data Analysis

Data analysis involved transcribing, coding, and categorizing data from interviews and developing them into three major themes. The themes were environmental, training, and People. Therefore, thematic analysis was used in this study.

III.

RESULTS AND DISCUSSION

Based on the findings, this research has highlighted the status of TVET-industry partnership, perceptions towards relevance TVET-industry partnership in the acquisitions of employability skills of polytechnic graduates, and a number of challenges faced by both TVET colleges and industries to practice effective TVET-Industry partnership. A series of interviews to explore the major challenges faced to enhance TVET-Industry partnership were conducted for both TVET provider and industries. The first challenge that was highlighted and explained by TVET Provider was lack of readiness from the industries to strengthen their partnership with TVET colleges. In relation with the readiness of industries towards the partnership work with TVET College trainer one respondents narrated the following:

"...the majority of industry managers/supervisors of our partner have no clear awareness on the relevance of collaborative work, they cannot consider it as a mutual benefit but they perceive it as a burden to their industry. Even if they accept trainees for cooperative training the probability that trainees assigned on the expected appropriate job is low. ..."

On the other hand, the information providers of the industry reflected that the low level of commitment from the TVET colleges to enhance TVET-Industry partnership. With this regard, one of supervisors said the following:

"...even though our company is profit making company, we believe to work in collaboration with TVET colleges for the mutual benefit purpose and it is our company responsibility to do so as part of the community. But the training providers lack to understand the work environment of the industries and they are not committed to improve the partnership with all the challenges. We are partner and serving them based on their request but we may not fulfill their requirement due to various reasons such as shortage of resources, capacity to accommodate their demand, risk of health insurance to let trainees work on machines etc..."

To implement a successful collaboration, both TVET providers and the industry should feel that they have mutual benefits; more importantly, the industry should feel that linking with TVET delivery will lead them to significant benefits. However, TVET colleges and Industries in

Bishoftu and Sebeta city administration of Oromia region were not operating in this alignment. Industries have not seen the benefits and do not feel encouraged to realize industry collaboration with TVET. Similarly, TVET College also showed low level of commitment to knock the door of the industries and

facilitate their relationship with them. This practice deviates from the assumption of Callan & Ashworth (2004) that posits the importance of readiness of the partner industries as one of the environmental factors affecting the success of TVET-Industry partnership. These findings confirmed that, the conclusions of UNESCO that indicated lack of initiative by TVET institutions and poor response from the industries are among the major challenges facing the TVET-industry partnership (UNESCO, 2015)

Empirical evidences showed that, successful business partnerships or collaborations commence through comprehension on how to create effective and productive partnerships between two or more organizations. TVET institutions and Industries shared many common views on both opportunities and challenges that a partnership or collaboration offers them. Partnership programmes cannot be viewed simplistically as a „one-way street“ favoring only the industrial or educational institution’s interest (Giesecke 2012; Borrell-Damian. et al., 2010) The benefits of creating partnerships for both TVET institutions and industry can involve increasing their impact within an industry, finding new opportunities for generating revenue, offering opportunities for access, and establishing a way to preserve the organization’s autonomy in the marketplace. In similar way, the benefits of partnerships for TVET institutions, and especially for their trainer staff and trainees, are that as they study the requirements of an industry and gain real-life experience in practical problem solving, they are also gaining skills, knowledge and experiences that cannot be obtained in school-based training (Austin & Peter 2000; Wollenburg, 2010). Therefore, mutual benefits of the partner organizations should be considered as one of the centralelement to enhance effective partnership (Thacker 2002; Roever, 2000).

Other ranges of environmental factors such as the issue of trainee’s health insurance, collaborative work culture, level of awareness towards the benefits of TVET-industry partnership among the partners were explored. The findings showed that absence of trainee health insurance during their placement for cooperative training, weak collaborative work culture, and differences in the level of awareness towards the benefits of TVET-industry partnership among the partner organization were pointed as the challenging factors impeding the success of TVET-industry partnership. These findings are not in agreement with the positions of different scholars that put these factors as key drivers of partnerships between industry and educational institutions like TVET (Thacker 2002; Roever 2000). The critical consideration of these factors can only be feasible through effective TVET-industry partnership.

In connection with the training factors the research findings highlighted that, there is misalignment between the real operational situation of the industry or the needs and operational standards of the industry, and the training/curriculum standards. One of the industry supervisor respondents said that:

...most of the time there is a mismatch between the technology we are using in our industry and the technologies TVET colleges are expecting to find from our industry as per their curriculum requirement... ours are more advanced since we must move with the needs of the labour market. Due to such factors sometimes, we are challenged to accept trainees for cooperative training purpose as one of the work components in our partnership...

Studies indicated customization and operational flexibility in working with partner organization plays critical role to success. The concept of customization and flexibility has attracted the attention of several fields including education and training (Cruz & Marques 2012; Ivery 2010; Meister 2003). Therefore, TVET institutions are needs to focus on working with customization and flexibility of the training requirements as per the needs and operational standards of the industry. Supporting this idea Cruz and Marques (2012) note that the importance of a certain level of freedom within systems, providing the necessary flexibility and adaptability to deal with the necessary change. In the same way, customers of technical and vocational training need to vary the requirements that should be addressed with a flexible and varied approach to conduct cooperative training.

Regarding to the basics of People factors that affects partnership, this study revealed that, TVET institution leaders lack’s commitment on working to build trust on the capacity of trainers to prepare their trainees properly to suit for industrial operation and relevance of TVET acquired skills to their industry. On the other hand, leaders of TVET complained that, industries are not willing to create encouraging environment for frequent communication on how to the relationship is to be managed in the partnership. The development and implementation of partnership management strategies determines the continuous growth and maintenance of the collaboration between TVET institutions and industries (Mohr & Spekman 2006). This is closely connected to the partner organizations leaders’ role and commitment. Supporting this idea Bolman and Terrence (2003) argue that effective leaders of institution or organization should constantly adapt their approaches to fit the situation and organizational contexts.

IV. CONCLUSIONS

The partnership management between TVET and industry can improve the technical skills of TVET trainees. Technical is considered as the foundation of industrialization in developed countries the world over because of its impact on productivity, social and economic development. In a developing country like Ethiopia, most training vocational education and training programs in TVE institutions are designed in line with the needs and aspirations of the labor market and industries. However, practical experiences showed that, the linkage between TVE institutions and the industries is very weak. In fact, the Ethiopian TVET system generates several interesting features for skills acquisition. One of the interesting feature as component of competency based training approach cooperative training and school-based training that dictates 70 percent of training is believed to be provided in the enterprises and 30 percent in TVET colleges. The implementation of such strategy can only be feasible through effective TVET- industry partnership. However, the status of TVET-Industry partnership found to be low. This is as a result of poor awareness from the side of employer industries and may be the TVET institutions on the mutual benefits of partnership. Many problems influence the effective implementation of partnership collaboration between TVET institutions and industries. Some of the major problems are: poor responses from industries, low commitment of TVET institutions to strengthen partnership relation with industries, lack of national policy and strategy support for trainee's health insurance during cooperative training in industry or work place, lack of curriculum flexibility and customization of curriculum for training in industry, lack of modern training infrastructure in TVET institution to cope up with the needs and demands of work operation in the industries, and lack of leadership commitment as per expectation. Therefore, various efforts of the government, TVET institutions, and industries, related to creating conducive partnership environment for industries, policy guideline like related to trainee and trainer's health insurance, awareness creation, curriculum flexibility and updating are imperativesupport for enhancing TVET-industry partnerships success.

V. RECOMMENDATION

Based on the findings of the study, to improve the acquisitions of employability skills of Polytechnic graduates it is recommended that, the government and TVET Colleges should set the new strategies of creating strong awareness for industries, companies and other relevant stakeholder's on the mutual benefits of implementing successful TVET-industry partnership. In this new awareness creation strategy forming a platform at national and regional level composed of different stakeholders" who consistently conduct panel discussions, conferences, workshops, increase the campaign for the awareness creation on the mutual benefits of partnership, and assess the status of TVET-industry partner relationship and provide feedbacks may significantly contribute to the enhancement of TVET-industry partnership. Secondly, in order to support and encourage industries towards their partnership with TVET institutions, the government should create a policy supported incentive strategies that enables industries to get the advantage of duty free import and tax reduction based on the partnership commitment those industries have with TVET colleges. Finally, the industry-agreed competency standards need to be developed. In connection to this, the TVET curriculum should be reviewed and updated to cope up with the constantly changing needs and demands of the labor market. So that, the skill gap between the requirement of training through internship and cooperative training approach on the part of the TVET institutions and the real work situation in the industries will be minimized. Moreover, in the process of curriculum review and updating process the participation of industries is an added advantage in making TVET training is more responsive to the need of industry; such approaches" also helps to eliminate the issue of mismatch between the TVET college requirements for internship, cooperative training and operation standards of the industries.

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