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DEPARTMENT OF HUMAN RESOURCES, SCIENCE AND TECHNOLOGY

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**REPORT ON THE IMPLEMENTATION OF THE
TECHNICAL VOCATIONAL EDUCATION AND TRAINING**

TECHNICAL VOCATIONAL EDUCATION AND TRAINING

IMPLEMENTATION REPORT

April 2012

As initially stated in the Plan of Action of the Second Decade of Education for Africa, the Technical Vocational Education and Training, as one of the 7 areas of focus, must be utilized to “*ensure that Education systems in Member States are able to provide the young generation with quality education that imparts key generic competencies, skills and attitudes that lead to a culture of lifelong learning and entrepreneurship ...*”

REMINDER

It is within this framework (as stated above) that the African Union Commission has developed a *Continental Strategy to revitalize TVET in Africa*. The main objectives of the strategy are the following:

1. **Revitalize, modernize and harmonize TVET** in Africa in order to transform it into a mainstream activity for African youth development, as well as it serves as response to youth unemployment and contribute to human capacity building in Africa;
2. **Position TVET programmes and TVET institutions** in Africa as **vehicles for regional cooperation and integration as well as socio-economic development** as it relates to improvements in infrastructure, technological progress, energy, trade, tourism, agriculture, good governance and a lot more;
3. **Mobilize all stakeholders** in a concerted effort to create synergies and share responsibilities for the renewal and harmonization of TVET policies, programmes and strategies in Africa.

Strategically, the revitalized TVET in any AU member State must be able to

- i) deliver quality TVET at all levels of the national education systems,
- ii) assure employability skills of the trainees,
- iii) improve coherence and management of training provision,
- iv) ensure harmonized qualifications or certification framework
- v) enhance status and attractiveness of TVET
- vi) promote life-long learning

During the last 3 or 4 years, the areas of TVET has drawn attention of all stakeholders

ON-GOING ACTION OF THE HRST/AUC

The continental strategy to revitalized the Technical Vocational Education and training in Africa, as mentioned above was developed by the HRST Department, approved by COMEDAF

III in 2008 and disseminated in to all AU member States, partners involved in Education, such as UNESCO and others to guide and support the operationalization or implementation of the TVET programmes and curricula at national levels, as well as all the related dimensions.

Within the continental strategy to revitalize the TVET, as a pilot experience has been initiated, Post conflict project utilizing TVET to build capacity and develop skills of the Young people who can participate in the reconstruction process or build their own small business. Three post conflict countries benefited from the pilot project that was entirely supported by the European Union Fund. The project was based on a demand-driven skills development and took into account the urgent needs for livelihoods, and socio-economic conditions of the concerned youth. It was so far the best approach we used towards skills development in post-conflict areas for unemployed young people.

In Liberia, Republic of Congo and Burundi, the pilot countries, the implementation of the Accelerated Vocational Training Programme has provided opportunities for further skills training targeting youth involved somehow in conflicts. The areas addressed upon requests formulated by each concerned are the following:

- Agriculture (crop production and animal husbandry, garden work) in Congo;
- Truck/Car repair and maintenance; - Congo
- Electrical installation and electronic equipment repair; - in Liberia
- Handicrafts and traditional skills; - in Liberia
- Tourism-related skills (hotel management, catering, cooks, pastries, waiters) – in Liberia
- Hairdressing – in Congo and Liberia
- Iron construction work – in Burundi
- Tailoring – Liberia – in Burundi, Congo
- Basic ICT skills (word processing, data management, internet, etc.) – all the 3 countries
- Business entrepreneurial skills and attitudes (including time management, marketing, basic accounting, micro-business management; joint ventures); all 3 countries
- Communication and peace keeping attitudes and dialogue - all 3 countries

The project also established an IT centre in each concerned country through a provision of 10 computers and accessories, printers, fax machine, laptops photocopier machines and other equipments that include powerful generators knowing the energy situation In post conflict areas

The TVET pilot project allow an important number of the beneficiaries, despite the limited resource, to enter into small business (hotel support services, catering, hairdressing, tailoring, ICT, iron construction work, etc.). Even though, we were not able to lead this initiative to its end, due to lack of resource, Liberia and Burundi found supplementary fund to conduct the last phase of the training and proceeded to the certification and graduation ceremony of the trainees. The Republic of Congo suspended the training while expecting that fund will be released from the AUC.

CHALLENGES TOWARDS THE IMPLEMENTATION OF THE TVET PILOT PROJECT

1. In the pilot countries, the counterparts of the AUC were the Ministries in charge of youth development. The Ministry of Education or in charge of TVET were informed through official visit before the project was launched. A clear link may not be sufficiently established with the Decade of Education in the process;

2. As stated by the mid-term evaluation report *“the AU TVET project in the 3 pilot countries was at a very pilot phase, and was facing the challenges and constraints faced by all initiatives paid for with partners’ resource. But it must be supported to be well finalized and fully evaluated...”*

3. ... Request must be clearly formulated that, if this is important for member States, they must engage for it and implement it with own resource. Any project that depend 100% on external resource for its implementation cannot survive. *Sustainable development requires sustainable resource (human and financial) and only the African ownership could guarantee relevant visibility and sustainable outcomes and impacts”*. (Midterm evaluation report, 2011).

As of 2012, the Programme budgets addressing the TVET activities do not receive financial support either from member states or from partners to allow the department to fully and concretely implement what is stated in the POA of the Decade of Education or in the continental strategy to revitalize TVET.

AU – INDIA COOPERATION FRAMEWORK

Despite the internal challenges, the African Union Commission has developed partnership with INDIA on TVET. Within the AU-INDIA cooperation, agreement was reached in the common plan of action to establish in Africa **10 TVET centres, 2 per region listed as follows:**

WESTERN REGION:	Burkina Faso and the Gambia
NORTHERN REGION:	Egypt and Libya
EASTERN REGION:	Rwanda and Ethiopia
CENTRAL REGION:	Burundi and Gabon
SOUTHERN REGION:	Mozambique and Zimbabwe

The Indian government has agreed to provide all the technical support, equipment as needed, the curricula, the main trainers for three years training; while the African selected countries must provide the land and the premises (infrastructures) and ensure the venue is fully operational.

Most of the Centres are going through the initial phase of settling down and must fill the conditions of full functionality with the required equipment and machinery, Programmes through relevant trainings of trainers on the use of the *machinery and equipment for business; entrepreneurship and business management; financial and human resource management; Human capacity development in technology and engineering and other*

relevant knowledge, skills and technics needed for successful entrepreneurship in micro and small business, but also in business management.

For 2012 a consultation will be conducted with the focal person of each centre and Indian experts in view to exchange on the exact advancement and clarification of respective role of the tripartite agreements. This could be followed by field visits with the relevant actors.

RECENT DEVELOPMENTS

It's mainly related to Youth Decade plan of action(2009-2018) and Malabo Summit on Youth empowerment for sustainable development – The majority of African youth continue to face *unemployment, underemployment, poverty, due to lack of skills, lack of relevant education, denied access to capital, and many unmet expectations.*

*Africa needs **deliberate efforts** to accelerate socio-economic development that gives high priority to youth empowerment and development.*

Major Outcomes of the Summit call upon the member States, the Commission and the partners to concrete actions in favour of youth empowerment and employment

- Decision on Youth empowerment

The Heads of State DECIDE THAT:

- (i) All Member States should advance the youth agenda and adopt policies and mechanisms towards the *creation of safe, decent and competitive employment opportunities by accelerating the implementation of the Youth Decade Plan of Action (2009-2018) and the Ouagadougou 2004 Plan of Action on Employment Promotion and Poverty Alleviation;*
- (ii) *The Commission in collaboration with its partners should elaborate a Technical and Vocational Education and Training (TVET) framework, addressing specifically the domains of Agriculture and ICT, while accelerating the implementation of the Youth Decade Plan of Action;*

URGE the Member States to *develop and implement strategies and mechanisms for strengthening Public Private Partnership (PPP) in stimulating domestic resources for implementing Youth Programs, especially targeting employment creation;*

- Declaration on Youth employment

Among a number of things, the Heads of State attending the Malabo Summit requested the AUC, the partners and the member States to work towards the urgent implementation of the following actions:

REDUCE Youth and Women unemployment by at least two percent annually over the next five years as contained in the Youth Decade Plan of Action 2009-2018;

MAINTAIN, extend and harmonize Labour Market Information Systems in support of employment policy formulation, implementation and evaluation;

IMPROVE and increase responsiveness of the education and training systems to current and future labour market needs in order to address the pervasive and structural skills mismatch;

PROVIDE STEWARDSHIP as *national Governments and achieve policy coherence in National and Regional Certification Frameworks for Education and Vocational Training, as well as the development of integrated and cross-sectoral National and Regional Youth Employment Action Plans;*

ACCELERATE *appropriate social protection coverage expansion for the youth, women, informal economy and rural workers and members of their families, in order to reduce poverty and vulnerability;*

CALLS on Member States, which have not yet done so to sign, and ratify the African youth Charter;

REQUEST the Commission to work with *the African Development Bank (AfDB), the RECs and international partners, on a comprehensive youth employment pact, with mechanisms that will ensure its implementability at national level through strong ownership by the key Line Ministries, Employers and Trade union organisations, women and youth organisations and the Private Sector, with clear Monitoring and Evaluation system;*

REQUEST the Commission, *in close collaboration with the AfDB, to advocate for effective implementation of the G20 commitments made on labour and social protection during the London and Pittsburgh Summits to the benefit of African countries;*

URGE the Commission, *in close collaboration with the AfDB, to prepare and submit to the next Ordinary Session of the Assembly, the modalities for funding of the Plan of Action on Employment Promotion and Poverty Alleviation;*

REQUEST *the Commission to annually report to this Assembly on progress made in the implementation of this Declaration.*

As it is very clear through the decision and the declaration from Malabo, June 2011, the Decade for Youth Development and empowerment is another direct opportunity to boost TVET/TVSD and many other domains to advance the agenda of youth empowerment in all member States. There is the urgent necessity to

- ensure deliberately effective and more ambitious investment in youth programmes that are also ambitious and increased support to the development and implementation of national youth policies that reflect quality training and skills development, technology oriented training for higher level skills and knowledge acquisition.
- Implement demand-driven educational programs and promotion of on-job skills acquisition within private and public sector.

- Establish/reinforce the Public Private Partnerships (PPPs) and Macro-economic reform and fiscal policies must be implemented to engender youth entrepreneurship and investments.
- Establish regulatory incentives and financial sources for youth entrepreneurs through Public Private Partnerships (PPPs) and youth targeted Corporate Social Responsibility.

In collaboration with the NEPAD and its **Strategic Framework for Youth empowerment**, the plan of action for joint activities has just been finalized and agreement is reached to jointly work on the harmonization of our respective frameworks addressing skills development and youth empowerment through TVET. This effort will facilitate the implementation of agreed projects on skills development and youth entrepreneurship. Finally, it is planned to establish in 2013, a database on youth employment in collaboration with partners already involved in this area.

The AU-UN Sub-Cluster addressing the Education and Human Resource also has just finalized its business plan that includes the continuation of the on-going activities to revitalize TVET in Africa. The planned actions concern the assessment of the status of TVET in selected countries of the Economic Communities (RECs), the popularization of the use of the continental strategy for the revitalisation of TVET in Africa. (Partners involved: ILO, UNIDO, UNESCO, NEPAD, ADEA, AfDB, WB).

Association for the Development of Education in Africa (ADEA) in February 2012, with all education partners and stakeholders engaged continental debate on new education and training policies as well as new strategies to achieve the set goals in education, including TVET/TVSD and to conduct reflection on education and training systems, through diversified and integrated ways, which contribute to the development of critical skills towards a lifelong learning and continuous improvement for sustainable deliveries. The debates, analysis and conclusions put special focus on relevant Curriculum development, critical skills for employability and employment, establishment of National Qualification Framework (NQF), Life/social skills, peace and post-conflict education, Informal sector – skills for rural development and agriculture sector, ICT and education, policies and strategies for education and training for employable skills and entrepreneurship among the young people, as response to the high rate of unemployment Socio-economic development from youth lens, Job Creation and economic transformation. A strong advocacy was conducted on the necessity to build strong partnership and set sustainable mechanisms for resource mobilization.

A midterm evaluation of the Plan of action of the Second Decade for Education for Africa has reported on achievements, success stories and constraints concerning the implementation of the TVET in Africa. As well-known nowadays, a lot of attention is being given to the development of frameworks, strategies, quick wins actions, projects etc.

Regional Initiatives

As well stated in the evaluation report in 2011, “the evidence shows that *Technical and Vocational Education and Training (TVET) activities are taking place*, **ECOWAS** works in close collaboration with UNESCO on this issue, and has developed 57 TVET modules with ECOWAS members. Also, ECOWAS is applying for funding from the African Development Bank (AfDB) for TVET projects at secondary and post-secondary level. SADC, along with UNESCO, is taking a survey of TVET in the region to see where needs and gaps exist”. UNESCO and partners are soon going to work on the development of Regional Qualifications Frameworks. “the **SADC** region has also been conducting TVET workshops across the REC to build understanding and capacity since 2009”. “In 2010, the **EAC** began running a series of TVET workshops as part of the effort to harmonize East Africa Education Systems and Training Curricula”. - (re: Midterm evaluation report, 2011)

National initiatives

Most of the African countries are making efforts to revitalize TVET, and at different levels (institutional, through educational systems, semi-formal training through small business entrepreneurs and informal initiatives that build skills and capacities. Various formal initiatives to build capacity and develop skills through the TVET take place through formal curricula. Institutional efforts are being made, while initiatives are being implemented to establish the National Qualification framework (NQF) in order to reach harmonization of the knowledge and skills acquisition in formal evaluation in this area. For example, in Ghana, Sierra Leone, Namibia, Kenya, South Africa, Ethiopia, skills development is contributing to the empowerment of young people and is providing them with livelihoods that can lead to the establishment of personal business. UNDP and Spanish Government in Programme for Social Cohesion and Youth employment in many African countries through training, skills development, entrepreneurship and microfinance. Also in many African countries, the AfDB supports education at various levels, entrepreneurship development and Small and Medium Enterprises, Microfinance, Agriculture, etc.

As concluded by the midterm evaluation report “TVET is seen a priority amongst some RECs and is evident in member state strategic education plans. Much of what has been listed is in the planning stages, but with clearly demarcated steps for implementation”. Also the number of partners involved in supporting the RECs and the member States shows the high momentum observed on TVET in link with youth employment in Africa. As a result, it is necessary to promote this goal and ensure that RECs and member states are committed to improving TVET.

Overall weaknesses

- Lack of communication and coordination
- Lack of resource (human and finance) at the AUC
- Commitments from member States are strongly required
- Weak ownership of projects and initiatives under implementation in Africa

- lack of implementation of decisions, declarations and recommendations from meetings, conferences and summits.

CONCLUSION:

Recommendations

In addition to the ones formulated in the midterm evaluation report, we can include the following that derives from the challenges faced at continental level:

There is necessity to:

- 1) Establish fund to implement the TVET/TVSD activities as part of the Decade of education;
- 2) Invest in the implementation of the Decade Plan of action for youth Development, as well as in the implementation of the Summit Decision and Declaration addressing the youth as sector of Human resource that need deliberate decisions and actions;
- 3) Set strong and sustainable mechanisms for resource mobilization for TVET and youth employment and entrepreneurship;
- 4) Promote and strengthen the Public and Private Partnership (PPP) in Africa and towards Education and entrepreneurship as urgent matters to guarantee the growth and sustainable development.