

Skills Development and the World of Work in Africa: Policy Challenges for Education and Training

by Hans Krönner

to be presented at the
6th International Congress of Quality Management
in Education and Training Systems (CIMOUSEF'2009)
Rabat • Morocco • 16 to 18 December 2008

Overview

1. **Introduction**
2. Realities and Challenges to be met in Africa
3. Issues for the Development of TVET in Africa
 - 3.1 Diversity, Coherence and Governance of TVET
 - 3.2 Partnerships and the Changing Role of Government
 - 3.3 Access and Equity
 - 3.4 Curricula: Localization, Entrepreneurship
 - 3.5 Assessment, Articulation, Qualifications Frameworks

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About ADEA

The Association for the Development of Education in Africa (ADEA) is ...

- a forum for policy dialogue on education in Africa;
- a network of policy makers, practitioners and researchers;
- a partnership between ministries of education and development agencies;
- a catalyst for education reform

ADEA Website: www.ADEAnet.org

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Biennale on Education in Africa

- Basic Education for All is progressing – but what follows after Basic Education?
- Biennale: Maputo, Mozambique
5 to 9 May 2008
- **FOCUS:**
Post-Primary Education and Training

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Definition of Post-Primary Education

- After primary schooling or equivalent
- Starting at 11 to 12 years of age, open-ended
- All forms of learning (e.g. non-formal), delivery (e.g. distance learning, apprenticeship)
- General secondary, life skills, key competencies, TVET
- Preparing for life, for society, work and further learning
- Multiple providers (state, civil society, NGOs, private, employers, and partnerships among providers)
- Multiple resources (physical, human and financial).

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Three Thematic Areas of PPE

1. From primary education to 9-10 years of education for all:
promising policies and strategies
2. **Youth employment and the world of work:
what skills development?**
3. Preparing the high level work Force for Africa's development:
articulating upper secondary with higher education

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Biennale Inputs and Proceedings

- 120 country studies and background papers
40 of them relating to TVET
- Mainly African experiences, but also Latin America, France, the Netherlands, Norway
- Discussion in Maputo:
 - 60 Ministers of education and training
 - senior representatives of bilateral and multilateral development agencies

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Scope of TVET and Skills Development

		Range of Options for TVET and Skills Development	
		from	to
1	Educational level	Post-primary / Post-basic	Post-secondary
2	Learner	Initial training of youth	Further training of adults
3	Type	Formal	Non-formal, informal
4	Educational objective	Individual and social development, life skills	Employability, occupational capabilities
5	Place of learning	Schools and training institutions	Workplace, home
6	Delivery patterns	Teacher-driven classroom delivery	Open and distance learning, self-learning
7	Operator	Government, Communities	Private sector, employers, NGOs, religious
8	Monitoring	Government	Private (or none)

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Realities and Challenges in SSA

- **Socio-economic realities**
 - Low level of formal economy
 - Informal employment up to 95% of economy
- **Realities concerning education:**
 - 71% only enrolled in primary schooling (2006)
 - 25% enrolled in secondary education (2005)
- **Realities concerning TVET and skills development**
 - Formal TVET below 5%

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Diversity, Coherence, Governance

- Diversity of vocational learning opportunities
- Alternative avenues for skills development
- Overcoming fragmentation of TVET systems
- Policy coordination
- Relationship between general education and TVET
- Decentralization

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Partnership and Role of Government

- Multiple vocational learning needs require many partners
- Partnership in policy definition
- The limitations of training markets and the changing role of government
- Implications for capacity building

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Access and Equity

- Diversity of training paths creates more learning opportunities for specific target groups
- The gender dimension
 - Individual foundations for access to TVET
 - Availability of suitable TVET programs
 - Adequate employment opportunities
 - Gender equity policies in TVET
Socio-economic and other factors
- Social marketing

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Curricula: Localization, Entrepreneurship

- Reflecting employment prospects as well as socio-economic development goals
- Adaptation of training content to local needs
- Entrepreneurship in education and training

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Assessment, Articulation, Qualifications Frameworks

- From input to learning outcomes
- Recognition, validation and accreditation of non-formal and informal learning
- Methods of validation of non-formal learning
- National qualifications frameworks

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The Paper

"Skills Development and the World of Work in Africa: Policy Challenges for Education and Training"

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• [Paper](#) in Adobe Acrobat (PDF) format (140 KB)

• [Slides](#) (170 KB) / [Handouts](#) (130 KB) in PDF format

References

The paper is based on case studies and background papers prepared for the 2008 Biennale on Education in Africa, on the thematic synthesis prepared by

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A Wealth of Experience from Africa

The ADEA Biennale
"Education in Africa"
on Post-Primary Education
has provided
a wealth of African experience
in TVET and skills development
which is available to you

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