

Training, qualifications and job prospects for African youth: ADEA's framework for Policy and Action

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Association for the
Development
of Education
in Africa

Association for the Development of Education in Africa

- *A Forum for evidence-based policy dialogue*
- *A Network of policy-makers, practitioners and researchers*
- *A Partnership between ministries of education and bilateral and multilateral development agencies*
- *A Catalyst for education reform*

Website: www.adeanet.org

A FEW POINTS....

- **Training, qualifications and job prospects cannot be disassociated from socioeconomic development issues:** ADEA has chosen to tackle these issues from the concept of Sustainable Development angle.
- **Education and Training systems have to be at the core of a transformative vision of economy and society.**
- **ADEA has been working on a post-2015 agenda since 2004.** It has been exploring the articulation between basic education, post-primary education and skills development.

Outline

- Background and Context:
 - African challenges to and opportunities for youth integration into the labor market
- **ADEA's 2012 Triennale: a broad analytical framework for revisiting the question: Education for what?**
- **ADEA's approaches to Youth Employment Issues: translating the 2012 Triennale follow-up framework into operational plans**

ADEA's 2012 Triennale:

Theme: Promoting critical knowledge, skills and qualifications for sustainable development in Africa: how to design and implement an effective response by education and training systems

Key questions posed:

1. (i) What is the relationship/link between education and training and sustainable development? (ii) What policies and strategies are capable of transforming education and training systems into engines for socioeconomic development? and (iii) what types of partnership frameworks for collective action are needed to implement necessary reforms and responses?



Concept of sustainable development

Protection and conservation of the environment

Towards a sustainable growth model

Sustainable development

Towards the development of an inclusive society

Intercultural understanding and the values of solidarity and peace

How did ADEA approach the theme?

The main theme broken down into three sub-themes:

- (i) Common Core Skills for lifelong learning and sustainable development (much like the OECD DESECO project);
- (ii) Lifelong technical and vocational skills development for sustainable socioeconomic growth in Africa;
- and (iii) Lifelong acquisition of scientific and technological knowledge and skills for the sustainable development of Africa in the context of globalization

Stakeholder consultative meetings were held to gather inputs and guidance: (i) private sector and civil society organizations; (ii) African youth; (iii) African diaspora among others

ADEA's approaches to Youth Issues: translating the 2012 Triennale Framework into Operational Plans

2012 Triennale Follow-up Framework: focus on TVSD and STI

- Pre- Triennale activities:

- Survey: African youth is made up of different categories of youth with different skill needs (urban, rural, entrepreneurs, etc.)
- African diasporas

During the Triennale: Youth Plenary Session

2012 Triennale Follow-up Framework: focus on TVSD and STI (2)

Post- Triennale activities: Development of two complementary operational frameworks on Technical Vocational Skills Development (TVSD):

- Operationalizing of the paradigm shift from TVET to TVSD and its implications for policies and practice in Africa. TVSD will be linked with the STI agenda.
- Strengthening the work of the Inter-Country Quality Node (ICQN) on Technical Vocational Skills Development set up in 2010 and led by the Côte d'Ivoire Ministry of Technical and Vocational Education.

Operationalizing the paradigm shift from TVET to TVSD

Categories of activities

- Strategies to achieve improved governance of TVSD systems (including management, public private partnerships and financing);
- Human, material and infrastructure resources to enhance training quality assurance;
- Curriculum reforms to enhance relevance and employability (including entrepreneurship and the transition from training into the world of work);
- Innovative assessment and certification systems (including qualification frameworks and lifelong learning imperatives);
- Greater attention to skills development in the non-formal, informal and agricultural sectors;
- Increasing access and attractiveness of technical and vocational education and training;
- Systematic TVSD research to inform and guide policy development and implementation.



Operationalizing the paradigm shift from TVET to TVSD (2)

Planned activities

- **Organizing and supporting policy dialogue forums/events on the need to move from the concept of TVET to TVSD.** In this regard, 2 sub-regional policy dialogue forums at the Regional Economic Communities (RECs) are planned with UNESCO-BREDA and the Inter-Agency Task Team on TVET that has initiated work within ECOWAS. The objectives of these meetings with RECs are to: (i) facilitate the development and implementation of cooperation frameworks, (ii) support the development of public-private partnerships and more specifically promote university-industry linkages (iii) share tools and best-practices; (iii) set-up networks of experts
- **Reinforcing the role of the professional /trade organizations and social partners in TVSD.** A joint activity with the MoE of Ethiopia on rural trades and apprenticeship will take place to support the formulation of a policy framework for the development of rural areas with the view to reducing poverty.

Operationalizing the paradigm shift from TVET to TVSD (3)

Planned activities

- **Developing a platform for the involvement of youth in policy dialogue and definition of strategies and programs addressing youth issues.** To that end, ADEA will support national, sub-regional and regional seminars and activities planned by countries, the RECs and the African Union Commission.
- **Providing technical assistance to countries for the formulation of policies and operational planning** and strengthening monitoring and implementation capacities.

Operationalizing the paradigm shift from TVET to TVSD (4)

Planned activities

- **Linking labor market information systems (LMIS) and the supply of training opportunities** is crucial to ensure coherence between demand and supply of skills.
 - ADEA is currently implementing 3 interventions to support TVSD MIS in Zimbabwe: (i) **piloting key TVSD indicators** to feed the work of a multidisciplinary committee made up of MoE, MoY, MoSME(ii) **Baseline survey** of current programmes provided by MoY in its Youth Vocational Centres which cover non-formal programmes ; (iii) **Addressing Livelihood Challenges of Rural Zimbabwe study** – with Ministry of Small and Medium Enterprises and UNDP- a focus on women and youth employment creation
- Creation of an African network on skills development for vulnerable youth, a joint initiative UIL, CIDA and ADEA WG NFE.



Operationalizing of the paradigm shift from TVET to TVSD (5)

Planned activities

- Co-organizing with the Association of African Universities (AAU) a **policy dialogue seminar on strengthening university-industry linkages with the view to revamping technological skills formation**. This seminar is expected to establish the link between TVSD Policies with (i) national economic and human resource development strategies, the informal TVSD sector, (ii) skills for the agricultural sector and (iii) the impact of economic, trade and industrialization policies on employment prospects.
- ADEA will sign an MoU with the Forum for Agricultural Research (FARA) in Africa, an umbrella organization bringing together and forming coalitions of major stakeholders in agricultural research and development in Africa. FARA complements the innovative activities of national, international and sub-regional research institutions to deliver more responsive and effective services to its stakeholders.

The Inter-Country Quality Node (ICQN) on Technical Vocational Skills Development

The ICQN-TVSD is a South-South knowledge and experience sharing platform of 21 African countries that is dedicated to dialogue, consultation, and sharing of best practices and technical expertise in the area of TVET.

the Inter-Country Quality Node (ICQN) on Technical Vocational Skills Development (2)

Focus on five thematic policy areas where work has already started:

1. Towards inter-country renovated traditional apprenticeship pathways (Task Force);
2. Developing innovative ways of integrating young people into job and employment markets (Task Force);
3. Reinforcing public/private partnership in managing TVSD training centers;
4. Developing national qualification frameworks taking into account the recognition of non- formal skills acquisition (Task Force);
5. Reinforcing the role of professional and trades associations in TVSD.



the Inter-Country Quality Node (ICQN) on Technical Vocational Skills Development (3)

- Activities planned and implemented:
 - In partnership with GIZ, an **ICQN /TVSD Seminar on the socio-economic integration of young people in Africa 3-4 December, 2012, Abidjan, Côte d'Ivoire**

ICQN /TVSD Seminar on the socio-economic integration of young people in Africa

- Attended by 10 countries (Côte d'Ivoire, Senegal, Togo, Benin, Mali, Niger, Mauritius, Ghana, Chad, and Burkina Faso) and;
- A network of young programmers called CODERS4Africa representing the wider network of youth associations put together by ADEA.
- An Association for the promotion of animal husbandry in the Sahel and Savannah (APESS in French)

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The reform or creation of institutional frameworks

- The establishment of an institutional framework structured around the Ministries in charge of Technical and Vocational Skills Development and Employment, together with their central and decentralized structures, technical services and implementing agencies
- The establishment of informational and guidance platforms for young people
- The development of partnerships with the private sector

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The development of strategies for integrating young people

- The establishment of arrangements for and offers of training by ministries in the various sectors
- Building and equipping vocational training centers
- The establishment of various projects and programs to enhance the employability of young people and promote waged employment or long-term self-employment financially and technically by the countries and/or by the partners
- The recruitment of young people into the civil service on specific occasions
- The development of high-intensity labor programs
- Training in entrepreneurship and the acquisition of technical and vocational skills
- Strengthening apprenticeship programs
- Reforming legislation with a view to creating new businesses
- The recognition and validation of learning acquired on the job



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Key achievements and promising approaches

- Youth employment has grown to become a national priority. This has resulted in the implementation of legal, institutional and strategic measures
- The institutional underpinning of integration programs
- The tendency to adopt a global approach to handling the vocational integration of young people
- Consideration for all categories of young people (school graduates and school leavers, with or without diplomas)
- The strong questioning of government by young people
- The mobilization of numerous partners on the issue of employment, particularly the employment of young people
- The involvement of local communities in addressing the problem of youth employment



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Key achievements and promising approaches

- Taking into account job opportunities in the agriculture and livestock sector
- The networking of different actors
- The development of vocational guidance for the recruitment of young people in some countries
- The use of ICT for the job search and creation
- CODERS4Africa have now supported APSS in Senegal to develop software applications for cattle herders.



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Challenges

- A low level of economic and industrial development
- Need to take greater account of requirements in human resources when developing economic policies and strategies
- The implementation of training policies without considering the needs of strategic sectors with growth potential
- The absence in some countries of a public fund for the integration of young people
- A lack of coordination and cohesion among the actors in several countries
- A low level of involvement of the private sector in training programs