Association for the
Development of
Education in
Africa

Preparatory Document for the presentation of each Minister member of the Inter-Country Quality Node (ICQN)

A homogeneous structure for the presentation of country data

The core objective of the Inter-Country Quality Node (ICQN) is to promote cooperation between countries in the domain of technical and vocational education and training (TVET) and technical or vocational skills development (TVSD). The primary relevance of such cooperation is that it allows countries to evaluate the position of their systems of training and qualification in comparison with what is done in other countries and thus to arrive at a clear-headed assessment of the strengths and weaknesses of the training and qualification pathways in place. Its second benefit is that it brings participating countries into a process of exchange of experience, enabling the conditions to be created for synergy and interaction between them on the design and implementation of reforms in the area of TVSD. There is little point in each education and training system evolving as if it were the only one able and obliged to invent effective and relevant approaches to the acquisition of knowledge and skills. The African continent will succeed in building a sustainable future only if it unites its efforts to meet challenges that are, in their vast majority, common to all.

The presentation structure proposed is aimed at ensuring the homogeneous presentation of innovative policies and practices for the development of technical and vocational skills in each country. This will make possible a synoptic reading of the whole range of policies and practices at the conference, thereby highlighting points of convergence and potential cooperation between all the partner countries under the auspices of the ICQN.

1. The broad characteristics of the socio-economic and educational identity of each country (establishment of individual country datasheets)

Each country will be invited initially to supply in writing the basic information defining its economic context, the position of its labour market and the broad lines of its TVET or TVSD subsystem or scheme.

This written information will lay down the general contextual framework for the requirements and demand for skills and qualifications on the part of both young and adult populations.

Basic socio-economic data

- The demographic situation (on-going demographic changes, breakdown by age, geographical distribution),
- Rate of growth over the last five years,
- Total GDP, contribution to GDP of each sector of the economy, per capita GDP,
- HDI ranking,
- Employment and unemployment levels broken down by urban and rural areas and sex,
- Breakdown of employment by economic sector,
- Structure and on-going changes in employment in the formal and informal economies,
- Characterisation of economic sectors by their economic potential (high labour potential, high growth potential, potential for high value-added …),
- Poverty index.

Basic data on the system of education and training

General statistics

- Gross and net rates of enrolment in primary education,
- Percentage achievement of EFA,
- Rates of enrolment in secondary education,
- Rates of TVET enrolment,
- Rates of enrolment in higher education.

The above data should be accompanied if possible by details of changes over the last five years and a projection of their status over the next five years in urban areas, rural areas and for each sex.

Data specific to TVET and TVSD

- Numbers of young people enrolled in TVET as a ratio to overall enrolment in secondary education.
- Percentages of young people enrolled in public- and private-sector TVET.
- Breakdown of the total number of young people enrolled in TVET by programme type (residential training, alternating training, apprenticeship, qualification and work integration schemes).
- Total expenditure on TVET as a percentage of total expenditure on education.
- Breakdown of expenditure and, if possible, average unit costs for each type of scheme.
- Number and percentage of young people in each age group acquiring their skills by formal means (traditional apprenticeships, on-the-job training).
- Number and percentage of young people in each age group acquiring their skills by informal means (functional literacy programmes and pre-vocational training).
- Percentages and lead-times to work integration by educational level.
- Percentages of young people entering work in the informal sector.

2. Developments and reforms already under way or planned (structuring of the presentation of significant TVSD policies and practices)

It is important in this regard to describe the strategic and operational changes that are now in progress with a view to improving or making in-depth changes to the socio-economic and educational identity of the country. To do this, please give details of decisions taken and tan-

gible and intangible resources devoted to upgrading and in-depth changes to TVET and TVSD schemes, permitting them to qualify young people and adults in a manner commensurate with defined targets and planned outcomes at national level. It will be useful in this context for the presentation of the reform dynamics envisaged or under way to be structured as follows.

Strategic orientations for an effective and fair national skill development policy

The need is to make clear the role assigned to TVET and TVSD in the socio-economic development targeted by the country. More precisely, a description should be provided of the effects sought through the development of skills in order to focus on:

- The economic performance factor: qualification of young people and adults linked to demand in economic sectors with high growth potential, high potential value-added, high capacity for take-up of available labour or high demand for technical and vocational skills;
- The work integration factor: emphasis on increasing the numbers of young people entering the world of work at the end of their training programme and, to achieve this, to involve the economic and social actors in the design and implementation of those programmes as far as possible;
- The social fairness factor: emphasis on the categories of the population excluded from TVET and prioritisation of schemes on the basis of whether it is decided to bring in excluded young people in rural or urban areas, young girls or women excluded from the schemes now in place, war veterans, etc.

The main types of scheme to be updated, consolidated or promoted

The implementation of strategic orientations assumes that clear choices have been made as to the ways and means of developing skills to suit each population group to be trained and the outcomes to be achieved. Notably, the aim should be to provide details of the manner in which the reforms already under way or planned enable the following:

- The upgrading or redefining of TVET of residential type: what steps are being taken to update vocational profiles or to define new profiles, to reform existing curricula or to introduce curricula where none now exist, and to initiate or strengthen partnerships between establishments and economic and vocational actors;
- The consolidation or structuring, followed by the deployment of alternating training and apprenticeship schemes, which are frequently left in an experimental or embryonic state: what is the role of these schemes in the reform plans now in progress or planned? what different types of alternating training or apprenticeship schemes have been implemented (in partnership with the modern sector, with the informal sector and traditional apprenticeships, etc.)?, and what modes of validation and certification of qualifications/skills have been put in place?
- The development of flexible experiments primarily targeting work and social integration: what dynamics have been generated at national and local levels, in partnership with economic and vocational actors, to encourage maximum entry of young people into the world of work and, if necessary, to train and qualify them in the workplace?

The broad characteristics of the governance and validation of TVET/TVSD schemes

It is increasingly clear that the chances of success for TVET/TVSD development policies depend on meeting three conditions: maximum involvement of all concerned actors in the design and implementation of those policies, investment in the training and qualification of young people that is both substantial and sustainable, and recognition in the national system

of qualifications of the skills acquired in this way. It is for this reason that country presentations should provide details of the following realities:

- With regard to partnerships: what places, organisations or agreements make it possible to demonstrate a form of partnership-based management or governance for the development of the skills of both young people and adults? How would you define the public/private partnership implemented in your country?

- With regard to budget policy: do the reforms already under way or planned involve a significant increase in expenditure on TVET/TVSD? Is that expenditure sustainable? How does your country plan to address this: by significantly increasing public spending devoted to skill development, by calling on outside funding (bilateral or multilateral), by developing schemes co-financed by economic and vocational actors?

- With regard to the recognition and validation of skills: are skills acquired outside the TVET system in place recognised within the national system of qualifications? If not, what forms of recognition and/or certification are provided for alternative career paths (of apprenticeship type, or qualification in the workplace)? Do modes of recognition exist in your country for the recognition of skills acquired in the workplace?

Conclusion

The aim of the ICQN is to enable the sharing of experience between countries along with cooperation likely to optimise reforms now under way, to consolidate economies of scale in the implementation of reforms and to look forward to sub-regional or regional convergence of qualification modes and schemes. In what areas do you wish to strengthen your relationship with the other countries in the Node and what especially important expectations for synergy and interaction do you wish to highlight?