

The AUDA-NEPAD Leadership Dialogue

Permanent Secretariat Retreat: Highlights Report



The AUDA-NEPAD Leadership Dialogue was held in Johannesburg from June 19-21, 2019, bringing together senior government officials from 14 countries across the region, leaders from key industry associations, AUDA-NEPAD officials and development partners. The core problem addressed was that of youth unemployment and the objective of the Dialogue was to determine how TVET can contribute towards alleviating this challenge.

This document is a high level summary of key themes and common concerns identified by delegates, outlining the main areas of concern and priorities for TVET and skills development across the region. Its aim is to serve as a concise record of the highlights for participants, and for their peers who could not attend. The full report of all workshop proceedings and country-specific inputs is available from the [ASPYYE Portal](#).

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BACKGROUND AND OBJECTIVES

Across the continent, the gap between the high numbers of unemployed youth and the supply of jobs, self-employment and entrepreneurial opportunities is growing. The negative consequences of high youth unemployment are well documented. TVET systems are recognised as a key lever to bridge the gap between education and work, promote the development of skills that translate into income generation, contribute to job creation for youth and to socio-economic development in general.

Dialogues are important to pool collective knowledge in creating solutions that suit Africa's needs and contexts. Evidence-based policy making is critical to ensure that the policy instruments are tested and fit-for-purpose. Given the cross-cutting nature of TVET, policies and implementation strategies have to be

aligned with the needs and features of sectors such as business and industry and other areas of education. A multi-sectoral, multi-stakeholder approach is therefore vital.

The Dialogue shared ideas on how stakeholders can work together at country level and scale up at regional, continental and international levels, with support from AUDA-NEPAD. Innovations as well as common issues and proposed solutions were discussed, in support of the goal of using peer learning, experiences and insights for the benefit of all. Ultimately, the aim is to help countries at an individual level identify action steps, and to determine the most useful kinds of support that AUDA-NEPAD and SEFY can provide at continental, regional and national levels of engagement.

02 SUCCESS FACTORS FOR EFFECTIVE TVET

A set of key themes addressing policy issues, training provision and quality assurance, resource mobilization and job creation was used to guide discussion on what constitutes ideal conditions for impactful TVET delivery. Reflection guidelines and focus questions in relation to these themes resulted in the group work inputs as summarised below. The themes discussed are presented as 'Desired Outcomes' for efficient and effective TVET system.



M&E SYSTEM BASED ON

RELIABLE DATA AND TARGETED ANALYSIS



Conducive policy environment for TVET



Reliable Quality Assurance (QA) systems to ensure high quality delivery of TVET



Wide-ranging Resource Mobilization for TVET



Inclusive Stakeholder participation*



Increasing TVET-based employment creation and entrepreneurship (decent jobs and opportunities)

DESIRED OUTCOMES

CONDITIONS SUPPORT CRITICAL

FEATURES OF AN EFFECTIVE TVET SYSTEM

ENABLING CONDITIONS
for African countries
at system and
practice levels

- Sufficient allocation to TVET in national budget
- Reliable country data on which to base policy
- Stakeholder buy-in to national policies through inclusion and consultation
- Alignment of policy with implementation mechanisms
- Legal and policy framework which facilitates integrated TVET approaches

- QA system supporting demand-driven TVET and skills development outcomes which meet employer needs, including alignment of learning outcomes with occupational standards
- Relevant and flexible certification and qualification systems for employability, including common standards and just-in-time programmes (short courses) where needed
- Uptake and completion of relevant training programmes
- Implementable QA systems for institutional and workplace delivery
- Inclusion of standards and QA tools to ensure a competent educator/trainer workforce
- Sufficient and up-to-date infrastructure and technical resources for training delivery

- A range of different financing mechanisms for TVET opportunities (institutional or workplace training), not only limited to state budgets; drawing on funders, development agencies, and incentive schemes
- Improved image and status of TVET which promotes TVET and skills development uptake, resulting from advocacy and awareness-raising campaigns through a variety of media
- Robust Management Information Systems
- Accessible information systems/ databases for TVET candidates (e.g. on provision, on qualifications, on employment options)
- Better career guidance services for youth; TVET and local business career exhibitions and open days
- Sharing of data, baseline studies, labour information, common resources such as curricula and other guidelines within countries and between countries
- Diversification and expansion of training opportunities

- Identification and profiling of all levels of stakeholders
- Mobilization of stakeholders through consultation and knowledge-sharing
- Effective Public/Private partnerships which can be scaled up
- Action-driven engagement and collaboration in stakeholder forums
- Incentivisation for different stakeholder categories (e.g. tax exemptions for companies; grants for apprentices)

*BROAD STAKEHOLDER CATEGORIES

- Government departments (National Departments and Ministries [education, labour, youth, etc.], parastatals, agencies etc.)
- TVET training providers (government and private; institutions and skills development centres or programmes)
- Private Sector (industry, business; formal and informal; corporates to medium and micro enterprises)
- Trade associations, national employers consultative forums, professional associations
- Financial institutions
- Technical partners (GIZ, development partners)
- Civil society (non-profit organisations, non-government, religious organisations)
- Labour force/ potential employees; youth; women

- Local partnerships between TVET colleges/ skills development providers and local business/ industry in a catchment area
- Private sector engagement in the TVET system, including provision of workplace learning opportunities, internships and apprenticeships
- Industry input into TVET curricula to ensure alignment with occupational standards
- Incentive schemes for companies hiring first-time applicants who can't enter the job market due to lack of work experience
- Funded and accessible incubation centres (in TVET institutions and in relevant businesses or communities) for young entrepreneurs



03 DRILLING DOWN INTO COUNTRY INPUTS

The full report referenced above captures the detail of the 14 country discussions in relation to:

- Lessons learned
- Key opportunities identified
- Key actions to take to foster TVET

In this section highlights from these discussions and panel inputs have been captured in relation to common lessons learned and common concerns identified. Illustrative examples of opportunities and actions are also given.

3.1 Common lessons learned

- A good TVET policy framework is an essential precondition for effective TVET, but it is not enough on its own. Most countries noted that there were good legislative and regulatory frameworks and plans in place to prioritise TVET, skills development and job creation, but that they struggled with effective implementation. Both political will and technical expertise is required.
- Some form of work integrated learning (WIL), such as workplace-based training, internships and apprenticeships, is critical for successful training outcomes and the production of TVET graduates who meet industry needs.
- Pooling of resources and sharing of experiences, models, ideas, tools and good practices (at country, regional and continental levels) can save costs and shorten development phases. Networks of players with common interests are vital at all levels for effective TVET and skills development to take place.
- Consistent data collection and analysis, and monitoring and evaluation against results, is needed so that evidence-based needs assessments, planning, decision-making and advocacy for TVET with all stakeholders can happen.

3.2 Common concerns


- Private sector involvement is still weak in many countries. Sustained and targeted private sector engagement across industries and sectors is critical for maximising resources and delivering relevant TVET for economic development.
- The calibre of training of trainers and TVET lecturers needs to be improved, professionalised and standardised, so that they deliver high quality and relevant training. TVET pedagogy needs to be addressed, and trainers and lecturers also need to be exposed to industry experience in order to stay current.
- There is a general sense that TVET and skills development, and the creation of job opportunities, is not happening at the pace and scale required by the problems of unemployment and labour market skills gaps.
- Access to TVET and skills development opportunities is constrained for many rural and under-educated youth (entry, costs, location); at the same time, TVET is often not perceived as a worthwhile education or training option.

3.3 Examples of opportunities and actions

- Strengthen qualifications frameworks and align for portability and common competency based standards (at country and regional levels) (South Africa, Benin, Cameroon).
- Establish certification levels for trainers (Togo); update the Trainers Qualification Framework (Ethiopia).
- 'Vocationalise' education from basic to tertiary level (Ethiopia).
- Investigate the option of the dual training system for the agricultural sector (Benin).
- Revitalise the apprenticeship system (Uganda).
- Use TVET policies and institutions to play a role in establishing and supporting sustainable SMEs (Uganda).
- Introduce TVET curricula in secondary and tertiary institutions (Malawi).
- Leverage new technologies (online platforms, mobile phone penetration) to look at new delivery models (Rwanda); integrate ICT into training systems and work with tech companies to attract more youth to TVET (Togo); use digital platforms to promote and accelerate sharing information and innovations between countries (Ethiopia).
- Upgrade facilities and equipment in TVET institutions and skill development providers (Nigeria).
- Increase the number of companies registered as workplace training providers (South Africa).
- Run advocacy and conscientisation programmes for all stakeholders (youth, private sector, NGO sector) to improve the image of TVET, and to stress its importance in economic growth (South Africa, Burkina Faso, Niger); and to alert youth to opportunities in the sector (Burkina Faso, Niger).
- Use showcase innovations to promote youth engagement in TVET and entrepreneurship (Tunisia).
- Analyse the synergies between different business and industry sectors, both downstream and upstream from production, in order to collaborate on interventions (e.g. renewable energy programmes) and save costs (Niger).
- Take stock of current TVET curricula and identify gaps (Benin).
- Create centres of excellence and sustain those that exist (Ghana, Niger, Tunisia).
- Popularise Green and Blue collar jobs (Nigeria); leverage movements in relation to climate change and renewable energy sources in 'green' TVET opportunities (Ethiopia, Uganda, South Africa).
- Engage with informal sector and SMEs (Togo).
- Develop partnerships with countries from other continents that are more advanced in TVET (Tunisia, Rwanda).

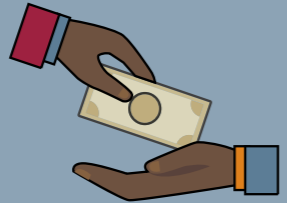


Three themes came up in various ways in nearly all country discussions on opportunities and actions:




01

Undertake curriculum reform and pool curriculum resources



02

Establish sustainable and increased financing options and mechanisms for TVET and skills development



03

Build on and consolidate gains and support provided by AUDA-NEPAD initiatives and other international development partners (shared models, exchange visits, shared research, and technical support etc.).

04 AUDA-NEPAD ROLE

Discussions at the Dialogue were also concerned with how AUDA-NEPAD and the SEFY Programme can support the advancement of TVET in the region. Intervention levels are noted below.

AUDA-NEPAD Levels	SEFY Levels	SEFY current focus areas (2019)
<p>Continental: Facilitation, coordination, knowledge management, research</p> <p>Regional: Harmonization, deployment of technical and financial support</p> <p>National: Technical and financial support, strengthening national capacities</p>	<p>Knowledge management and South-South dialogue</p> <p>Technical assistance and project implementation</p> <p>Capacity building</p>	<p>Sustain and intensify efforts on:</p> <ul style="list-style-type: none"> • Supply: skills development • Demand: employment opportunities • Private Sector Engagement (all enterprise types) • Delivery model adaptation (tools, capacity building, knowledge exchange with member states and Asia/Latin America)

The input from the attending countries on their views on key strategic areas and priorities for AUDA-NEPAD is given in relation to the desired outcomes in Section 2.

DESIRED OUTCOMES



Conducive policy environment for TVET



Reliable Quality Assurance (QA) systems to ensure high quality delivery of TVET



Wide-ranging Resource Mobilization for TVET



Inclusive Stakeholder participation*



Increasing TVET-based employment creation and entrepreneurship (decent jobs and opportunities)

AUDA- NEPAD SUPPORT

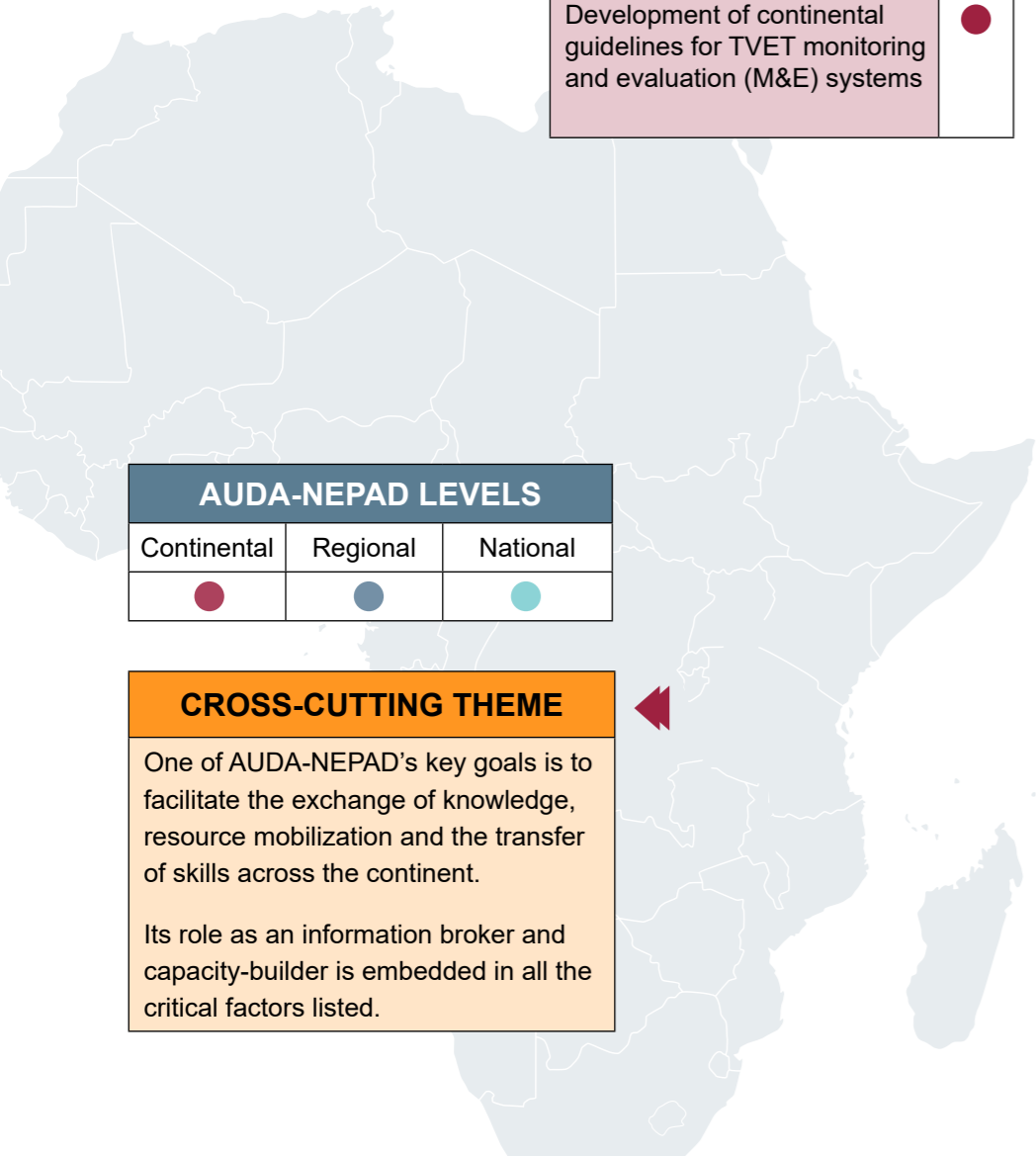
Baseline studies and research on the scope and status of TVET at all levels in order to inform policy	● ● ●
Technical support is establishing Information Management Systems for TVET	●
Development of continental guidelines for TVET policy and systems	●
Development of continental guidelines for TVET monitoring and evaluation (M&E) systems	●

Capacity building for TVET leadership and educators	● ● ●
Upgrading of TVET infrastructure with ICT-enabled facilities	●
Assistance in carrying out M&E at national level, including data and statistics collection systems, and tracer studies on TVET interventions	●
Development of a continental certification mechanism that will guarantee the quality of TVET training throughout the continent and thereby facilitate mobility for workers between national labour markets	● ●

Development of mechanisms for mobilizing financial resources at continental level that would be made available at national level (for institutional TVET, and for funding entrepreneurship and self-employment initiatives of TVET graduates)	● ●
Expansion of the Skills Initiative For Africa (SUFA) financing Mechanism to all 55 Member States and to Public Investments	●
Guidelines on mobilizing financial resources and Technical Financial Proposals (TFPs) from the AU, development agencies, funders, private sector and NGOs (includes programme funding, donations and loans)	● ●
Financial and technical support for projects related to South-South cooperation to enable peer learning exchanges and the transfer of skills, capacities and expertise among African countries	●
Support for platforms related to ICT innovations and integration in TVET	●
Support for platforms related to training and job opportunities	●

General support (e.g. facilitation, technical or financial support) for various inclusivity and stakeholder participation mechanisms (networking platforms, consultation, dialogues, forums, conferences, exchange visits, bringing sectors such as labour/employers together etc.)	● ● ●
Targeted support for participatory mechanisms such as TVET government task teams	●
Help in the development of appropriate incentive schemes to motivate relevant stakeholders	●
TVET advocacy campaigns through social media, online sites, and electronic and print media; documentation of good practice case studies and success stories; support for events such as career exhibitions and open days	● ● ●
Development of a general Public and Private Partnerships Framework/ Framework for Private Sector Engagement at all levels, including areas of interest such as:	● ● ●

Development of labour market information systems (LMIS) / Marketing Agencies to support TVET and skills development planning and programme design (demand-driven training, just-in-time short courses, TVET curricula etc.)	●
Funded and accessible incubation centres (in TVET institutions and in relevant businesses or communities) for young entrepreneurs	
Creation of regional TVET Centres of Excellence and TVET student mobility schemes	●



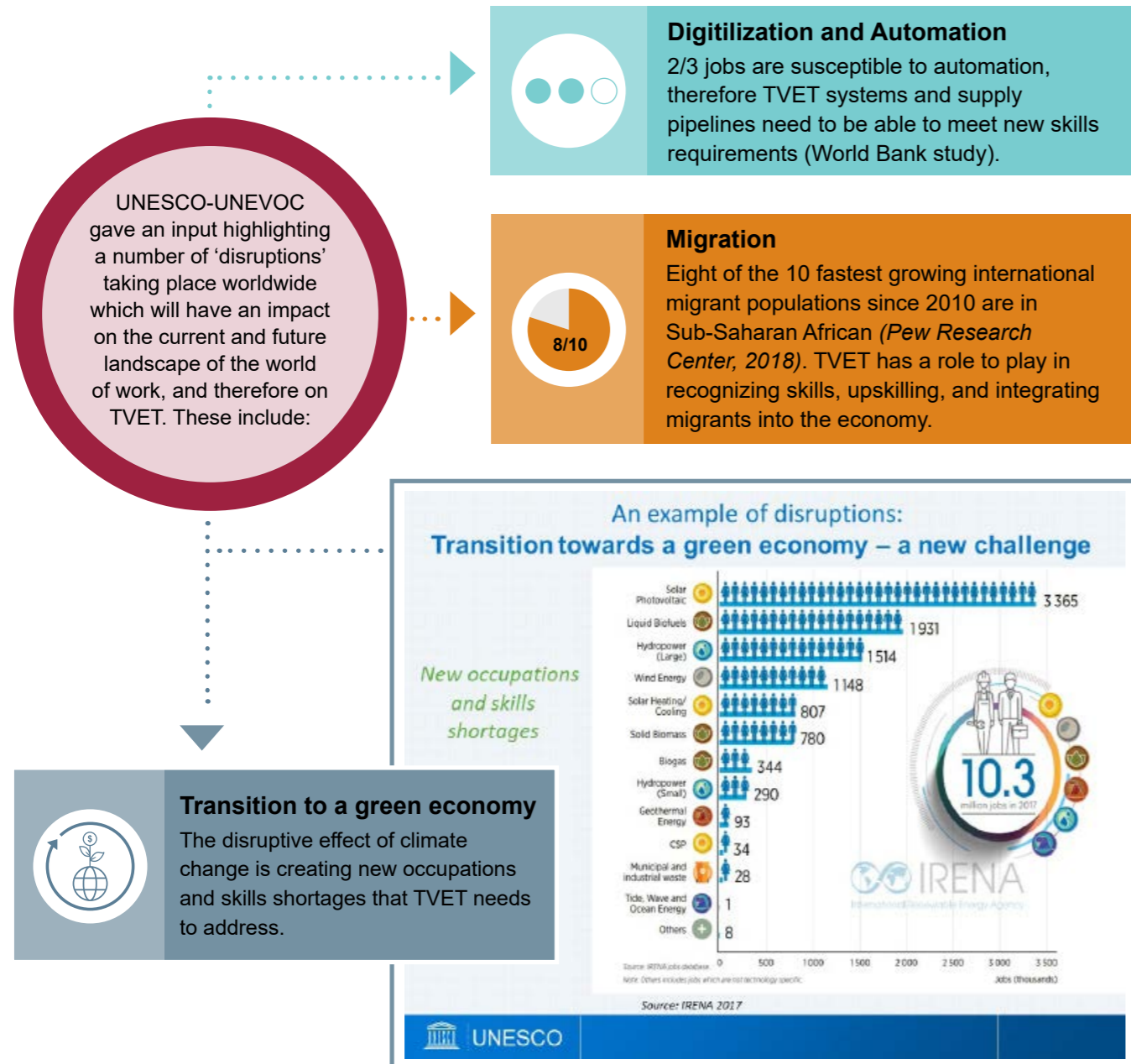
AUDA-NEPAD LEVELS		
Continental	Regional	National
●	●	●

CROSS-CUTTING THEME

One of AUDA-NEPAD's key goals is to facilitate the exchange of knowledge, resource mobilization and the transfer of skills across the continent.

Its role as an information broker and capacity-builder is embedded in all the critical factors listed.

A NOTE ON GLOBAL TRENDS



05 CONCLUSION

The Leadership Dialogue successfully created opportunities for peer-learning, for reflection and for contemplating strategies to enable impactful TVET delivery mechanisms. This summary report and the detailed report will provide inputs to guide future PS Retreat Agendas.