

## Annex 7

### Global Mapping: TVET reform trends in 11 countries

#### 1. Overview of current TVET reforms In 11 developing countries

##### 1.1 Selection

Since the year 2000, a number of countries have adopted a separate and dedicated policy (or Strategy or Plan) for: Skills Development, TVET, Human Resources Development or Lifelong Learning. In many of these countries, the EU has played a crucial role as a development partner, in sustaining the reform process as a whole or in promoting selected components.

The experts proposed 11 countries, out of those listed by DEVCO, for which observations could focus on the status of TVET reform. These countries were all supported by DEVCO bilateral projects and partially by IIP projects. They were considered as significant an sample to extract information and data from the project documentation and a wide range of sources including TVET policies and strategies, reports and studies from partner governments, international development partners, NGOs and academic sources.

The 11 selected countries are:

- EU Neighbourhood: Egypt, Georgia, and Morocco;
- Sub-Saharan Africa: Benin, Botswana, Ivory Coast and Niger;
- Asia: Bangladesh and Pakistan;
- Latin America: Nicaragua and Peru.

The criteria adopted for the selection of the countries were:

- Comprehensiveness of the provided documentation;
- DEVCO's priorities;
- Presence of DEVCO, IIP and ETF projects;
- Dimensions (size and duration);
- Areas of TVET addressed by the projects (from policy and system reform to quality, sectors, access and coverage);
- Balanced presence of Low Income Countries (LICs) and Low to Middle Income Countries (LMICs);
- Geographical distribution;
- Presence of a TVET and skills development reform national track record;
- Presence of donors and development partners working on areas of TVET.

##### 1.2 Criteria used to observe TVET reform trends in 10 selected countries

The team of experts observed the trends of current TVET reforms in the 11 selected countries with the aim of identifying a common framework and using a holistic approach to the reforms' life cycles, whilst recognising the diverse realities and paces of implementation. TVET reforms have been examined through six main components and each component has been described by criteria (a total of 9) in order to establish a comparison between the countries. Components and criteria are the following:

**Component I:** The structure of TVET (formal, non-formal, informal).

- **Criterion 1:** Responsiveness and relevance (broad-based on general education matching skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services).

**Component II:** TVET Regulatory and strategic framework (NTVET Policy, strategies Programmes).

- **Criterion 2:** Coherence to the system as internal coherence of the reform (policy

convergence and coordination mechanisms) and external coherence with the EU TVET policy.

**Component III:** TVET Stakeholders.

- **Criterion 3:** Clear institutional arrangements among authorities, agencies, institutions.
- **Criterion 4:** Holistic response to human resources planning (government agencies and TVET providers).

**Component IV:** Reform Priorities.

- **Criterion 5:** Shared responsibility of government, employers and individual workers, with social and other partners (sector-based approach workplace learning, including apprenticeships or other forms of on-the-job training, public-private partnerships including NGOs in improving outreach).
- **Criterion 6:** Equal opportunities and access for all and Lifelong learning (employability, portability of skills, seamless pathways from education to TVET and to the world of work).
- **Criterion 7:** Provisions for Assessment (M&E) of policy implementation and impact.

**Component V:** TVET links to HR, broader social and economic policies.

- **Criterion 8:** Integration (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment).

**Component VI:** International Aid (development partners / donors supporting the reform process in the country)

- **Criterion 9:** Existing good practices established by international development partners.

## 2. Country outline

### COUNTRY n° 1: EGYPT

#### 1 Structure of TVET:

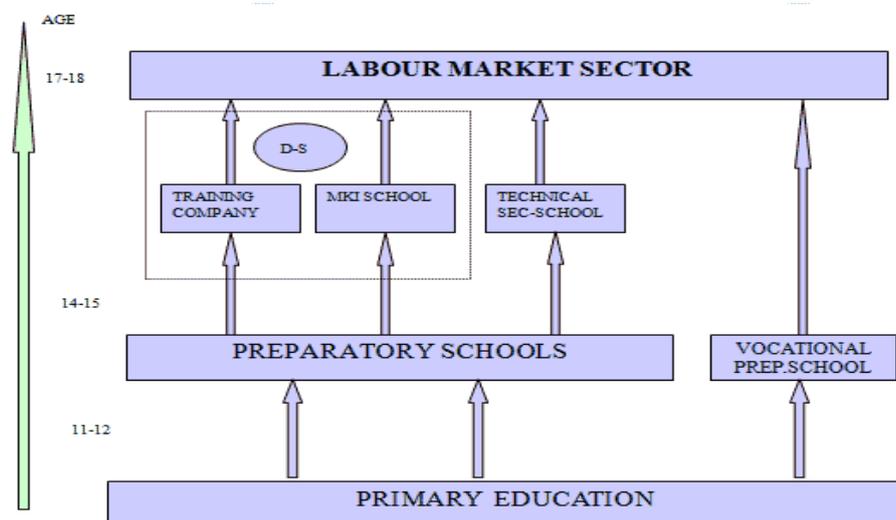
**Responsiveness and relevance** (improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services): **C**

Out of 700,000 new people entering the labour market every year, 62.7% of students are in technical secondary education whilst 37.7% of students are in general secondary education and approximately 40 per cent of the population being under the age of 25. Basic technical and vocational education and training (TVET) in Egypt is provided through secondary education in technical and commercial schools and post-secondary education in training institutions. Other forms of training include training through industry attachments (such as dual systems and apprenticeships), in-service training, and the re-training of the labour force, both employed and unemployed. Each of these can be delivered formally or informally, as well as through either private or government institutions.

TVET encompasses formal education represented by the technical secondary schools (TSS), under the Ministry of Education and by 8 post-secondary regional technical colleges (TCs) and 47 middle technical institutes under the Ministry of Higher Education. Non-formal education is structured by sectors and responsibilities are scattered among many ministries; the most important in terms of number of training centres being: the Ministry of Industry and Trade (MOIT) with the productivity and vocational training department centres (PVTDC VTCs); Ministry of Manpower and Migration (MOMM) with its own network of vocational training centres (VTCs) and the Ministry of Housing (3 training centres).

Sectoral ministries such as Social Affairs, Health, Agriculture or Military Construction directly manage their own VTCs. The Ministry of Tourism's Skills Development depends on 20 TSS and on on-the-job training schemes. Continuing training and re-training, including training for the unemployed, is implemented in the VTCs of MOMM and provides access to a very small percentage of the population.

On-the-job training and traditional formal apprenticeships are run on a limited scale through the MOIT and MOMM through the provision of a Training Fund set up according to the Labour Law of 2003. Informal skills development through traditional informal apprenticeships is widespread in the main craft sector, manufacturing and service microenterprises and agriculture off-farming occupations.



## **2 TVET Regulatory and strategic framework:**

**Coherence** of the system (to facilitate coordinated and planned actions and reforms), and external coherence with EU VET policy: **C**

The regulatory framework does not provide internal coherence to the system. It encompasses: the National Strategic Plan for Pre-University Education (expired in June 2012 but still in force) prepared by the MOE, as the formal framework for the implementation of the education reform. The implementation strategy based on 12 pillars and 25-year term is not finally approved. The Action Plan of the Strategy is not finalised. MOE covers the numerically most significant part of the sector (2 million students in the Technical Secondary Schools). The Labour Law of 2003 instituted a Training Fund for non-formal training, mostly for MOIT and MOMM. The mechanism is currently being revised for questions of unconstitutionality and is pending. The EU's proposal for a second phase of support is on hold.

## **3 TVET Institutions and actors: TVET Stakeholders:**

**Clear institutional arrangements** among authorities, agencies, and institutions: **C**

**Holistic response** to human resources planning (government agencies and TVET providers): **D**

The TVET institutional framework is very fragmented (more than 30 institutions, bodies and agencies are competent). The TVET institutions, other than Ministries, are: the National Supreme Council for Human Resource Development (NSCHRD) chaired by MOMM, the National Authority for Quality Assurance and Accreditation in Education (NAQAAE), the sectorial Training Councils (Industrial, Building and Construction, Tourism) and the Social Fund for Development (SFD).

The main TVET actors: the Ministry of Education is the largest TVET provider in the system. In addition to the two Education Ministries (MOE and MOHE), around 17 Ministries are active in vocational training, including: the Ministries of Industry and Foreign Trade, Housing, Manpower and Migration, Agriculture, Health and Population, Culture, Tourism, Transportation, Electricity and Energy, Civil Aviation, Defence, Interior, Irrigation, Finance, Local Development, Social Solidarity. The private sector is represented mostly through the Federation of Egyptian Industries (FEI) Chambers, a Confederation of Investors' Association (CIA) and business associations of the informal economy. Private skills suppliers are concentrated mostly in ICT, foreign languages and commercial skills training. After the revolution of January 2011, a new push for representation of the social partners and civil society has been generated in Egypt. In this way, new independent trade unions were established in 2012, as well as a very active network of NGOs; some of them are also involved in training. CSOs and national and international NGOs are active in the delivery of technical skills mostly within livelihood programmes for the disadvantaged and marginalised groups of urban, peri-urban and rural populations.

## **4 Reform priorities:**

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning, public-private partnerships including NGOs: **C**

**Equal opportunities and access for all, including lifelong learning:** **C**

**Provisions for assessment** (M&E) of policy implementation and impact: **B**

A strategic framework for reform and an authority that is overlooking the process could never be established. The relevance of the TVET outcomes to the needs of the productive sectors are still generally considered as not sufficiently matching the skills needs of the employers. The quality assurance mechanism including a NQF, recognition of prior learning and accreditation are coordinated by the National Authority for Quality Assurance and Accreditation for Education but have not yet been finalised. Standardisation of occupations, qualifications and skills, curricula, CBT modular courses, testing and certification for non-formal training is not finalised. Access to formal and non-formal TVET: two-thirds of students are enrolled in Technical Secondary Schools (2 000 000 against 900,000 students in general secondary) and VTCs. Enrolment is affected by the exam and marking barriers which track the students with lower degrees out of the general education system and channel them into technical education and vocational training. The provision of workplace training, continuing training and re-training, including on-the-job training for the unemployed and apprenticeship, are constrained by the variety of programmes and limited financial resources to support the schemes. Image: TVET is unattractive, an only option, with low social esteem, a tradition of poor educational achievement and low appreciation by employers.

## **5 TVET links:**

**Integration** (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment): **B**

TVET has always been included as an element of the national development framework. The National Programme for Employment (launched in the early 2000s), consists of a number of short-term programmes which, not being linked to a national employment policy and strategy, yielded limited effects. The 2003 Labour Law regulated the labour market on contracts, freedom of association and right to strike, provisions for collective bargaining and a minimum wage. The National Action Plan for Youth Employment, prepared before the Revolution, by MOMM with the support of the ILO and submitted to the parliament for approval in late 2010, embraced three policy priorities: (i) TVET as a tool to increase youth employability; (ii) enterprise development to improve the success rate of micro, small and medium enterprises; (iii) labour market policies and programmes, to activate minimum wage rules, to upgrade employment offices and encourage the establishment of private employment agencies. Although the long-expected policy has not been adopted since the Revolution, a number of Active Labour Market Policies (ALMPs) are in place: intermediation through 300 Public employment offices of the MOMM, (still mainly issuing work permits and registration of job seekers); public works such as the construction of 1 million Social Houses, administered, training/re-training, and credit schemes for self-employment by the Ministry of Local Governments and the Social Fund for Development (SFD). The main passive labour market measure has been the early retirement of workers from restructured public enterprises.

## **6 International aid in TVET:**

**Good practices: A**

For the last ten years, TVET reform in Egypt has been highlighted as a priority by both policy-makers and experts to reduce unemployment, promote social equity and enhance the country's global competitiveness. It has attracted a large number of donors, willing to side the national effort to increase efficiency, effectiveness, quality and relevance of the system and increase its capacity to provide skills to the labour market demand. Nonetheless, the TVET reform has not progressed as expected, probably due to the multiplicity of bodies and organisations involved and mostly because of the magnitude of

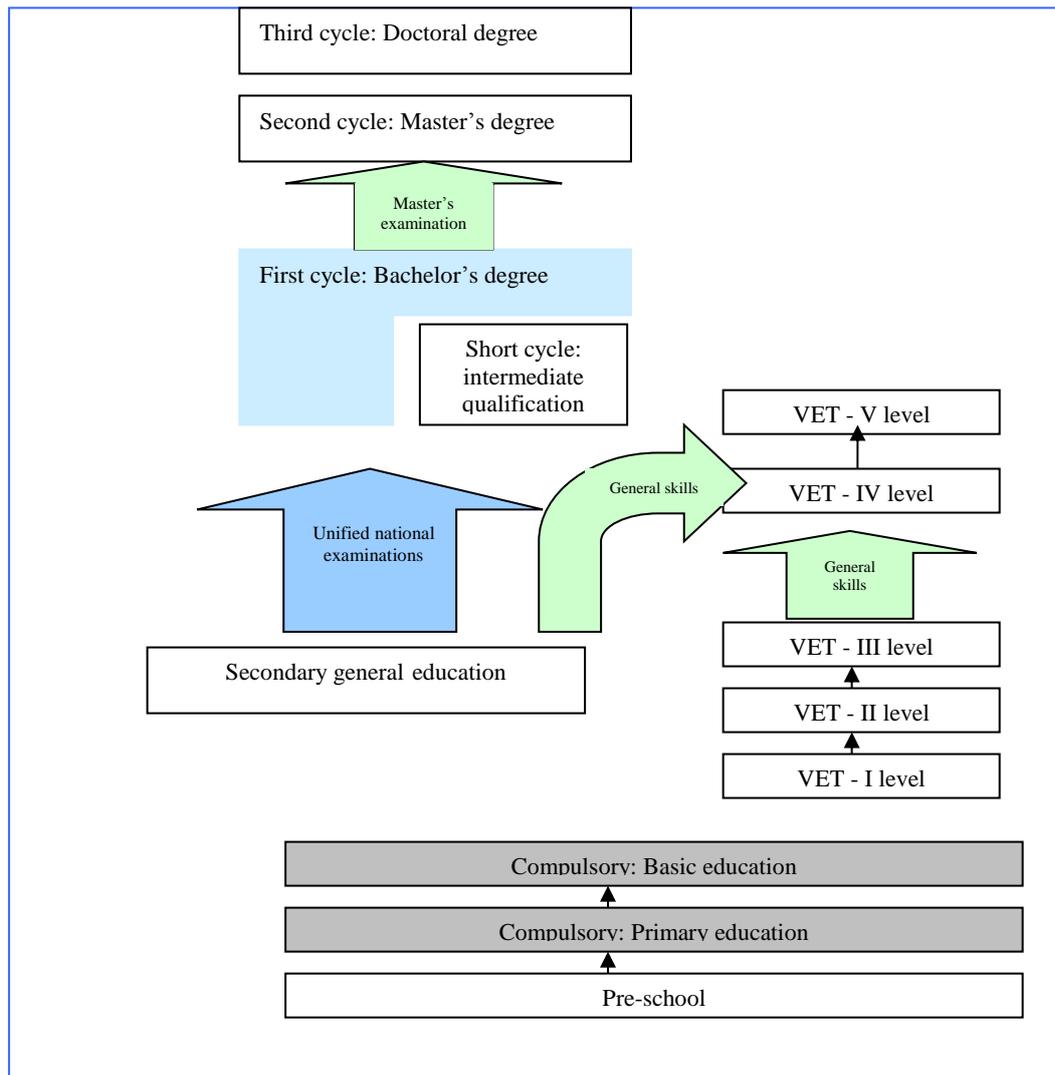
the sector (more than 2 000 0000 students only in Technical Education). International donors involved in supporting the TVET reform included USAID, the EU (TVET I Project), the World Bank (the Skills development Project), EU Member States' bilateral agencies (the German-Australian project implemented by GIZ; the Italian Economic Cluster's projects and upgrading of Tourism Schools, the British Council in the fields of apprenticeship and quality assurance; the AFD (France) upgrading TSS infrastructure). Other international agencies included CIDA and Australian Aid active in the field of Youth Employment. The EU, the WB and other donors set up the *Emergency Employment Investment Project* (EUR 70,000,000 EU contribution and EUR 152,000,000 by the WB) that via a Trust Fund (over 3 years) will support intensive small-scale infrastructure projects and employment-intensive community service sub-projects. The donor coordination process is based on a Development Partners Group (DPG) for the sub-sector of education and skills development, co-chaired by the EU Delegation and a Platform for TVET with EU Member States. Most of the past interventions remained at pilot level and, irrespective of inherent positive results, failed to be mainstreamed into or scaled-up at the level of the system.

## COUNTRY n° 2: GEORGIA

### 1 Structure of TVET:

**Responsiveness and relevance** (improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions and employment services): **A**

Georgia initiated its education reforms almost immediately after the 2003 Rose Revolution; since this reform, the whole educational system can be graphically visualised (source ETF) is as follows:



The system starts with compulsory “Basic education” that leads to secondary general education or to a VET - I level; accordingly, this will lead to a first cycle Bachelor’s degree or to a VET - V level.

The permeability of learning pathways and portability of outcomes of VET across education and training is limited by the separation of VET pathways from general education under the 2007 VET law. The reformed VET system maintains barriers among VET levels and between VET and the first cycle of higher education, as VET credits cannot be counted toward progression. The new learning outcomes paradigm of the NQF is to be reinforced and quality assured.

## **2 TVET Regulatory and strategic framework:**

**Coherence** of the system (to facilitate coordinated and planned actions and reforms) and external coherence with EU VET policy: **A**

TVET is under the responsibility of Ministry of Education and Science (MES) and the National Professional Agency (NPA). The TVET system looks coherent and responsive to the national reform policy framework as well as aligned with the EU TVET policy, as this process was supported by the European Training Foundation (ETF) in the framework of the Torino Process. Georgia joined the Bologna Process in 2005 and initiated VET reforms in 2007 within a context of highly-motivated and committed stakeholders.

The legal basis was established through the National Goals of General Education, adopted in October 2004 and the 2007 VET law. The 2012 VET strategy amended the 2010 VET Law with the adoption of 247 occupational standards under the five-level National Qualifications Framework (NQF); the implementation of the education quality assurance framework, and the establishment of multi-stakeholder governance).

## **3 TVET Institutions and actors: TVET STAKEHOLDERS:**

**Clear institutional arrangements** among authorities, agencies, and institutions: **A**

**Holistic response** to human resources planning (government agencies and TVET providers): **A**

The Ministry of Education and Science's (MES) VET department, coordinates state VET policy, drafts annual reports on VET strategy implementation, ensures the functions of the National VET Council (NVETC) secretariat and maintains communication with several international organisations cooperating on VET policy. The National VET Council is the tripartite advisory and consultative body on VET policy. The Educational and Scientific Infrastructure Development Agency (ESIDA) is in charge of the training establishments' rehabilitation and construction. The National Centre for Educational Quality Enhancement (NCEQE) is responsible for occupational standards for qualifications and gathers 13 sector committees for occupational standards development. The National Teacher Professional Development Centre (NTDPC) is responsible for the Training of Trainers and teachers. The Georgian Employers' Association (GEA) supports the association of private VET providers. The Georgian Trade Unions Confederation (GTUC) is a partner in governance. The current network of authorised VET providers includes: 14 public institutions (5 colleges and 9 community colleges); 71 private institutions (35 colleges and 36 community colleges); 24 higher education institutions providing VET courses; 6 general education schools. NGOs provide innovative forms of vocational education linked to social inclusion and poverty reduction. Enterprise-based training exists in large companies. The establishment of NVETC and state-driven sector committees and the adoption of the social partnership agreement signed in 2011 mark a visible progress in the involvement of social partners and the general business sector in VET policy. Further advancement is considered as necessary for private businesses to consider TVET certification and qualifications as important requisites in recruitment and human resources management.

## **4 Reform priorities:**

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning and public-private partnerships including NGOs: **B**

**Equal opportunities and access for all, including lifelong learning: C**

**Provisions for assessment** (M&E) of policy implementation and impact: **A**

The 2009-2012 National VET Strategy indicated the priority objectives of: increasing access to VET and supporting professional development of individuals; ensuring quality in VET; establishing participatory governance, management and developing an effective and equitable funding model in VET. Quality assurance, the qualifications framework and the design of occupational standards progressed quickly once the legal basis was established, whilst financing reform and policy monitoring (statistics, indicators and analysis) progressed at a slower pace. The total separation of all levels of VET from general education (adopted to shorten learning paths to qualifications for employment by focusing on professionally relevant skills) created dead-ends or obstacles to progression across the education sub-systems, as well as across levels of qualifications. Enrolment in 2012-2013 further increased, but access remains a major issue in terms of the availability of authorised provision and financing.

Limited coverage of the small network of 14 public VET providers across the country was tackled by investment in VET infrastructure through renovation and construction, and in parallel, the expansion of private VET provision (71 private colleges and community colleges and 22 higher education institutions initiating the provision of VET programmes of all levels). State financing for VET students is organised through both: (i) vouchers and (ii) the higher education grant system. Moreover, the reinforcement of teaching capacities and physical adaptations to VET colleges (Draft Vocational Education Strategy for Students with Special Needs 2012-2015) started in line with the principle of inclusive education in all public VET colleges. The involvement of social partners and the general business sector in VET policy remains weaker and less systemic than expected. This is in spite of the establishment of the NVETC, state-driven sector committees and the adoption of the social partnership agreement in 2011. Certification and qualifications are not yet an important requisite in recruitment and human resources management in private businesses.

The National Qualifications Framework was elaborated in compliance with European experience; occupational standards were developed, external (authorisation and accreditation) and internal (self-assessment) quality mechanisms have also been established. However, analyses of experience to improve mechanisms takes place on a less frequent basis. In educational institutions, the quality management system has not yet been established, due to fragmented procedures. The legislation determines the conditions and procedures to be used for the recognition of informal vocational education (2011) but the system is not yet in place. Despite pilot measures, the recognition of informal education is still not possible. The reform is still being rolled out and the gap between planned and achieved objectives remains wide. The reform is too recent to evaluate its impact and will require continuous support from the Commission and the ETF (Torino Process).

## **5 TVET links:**

**Integration** (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment): **A**

The Government's 2012 "Programme for Strong, democratic, United Georgia" aims at ensuring the global competitiveness of the Georgian economy through, inter alia, the structural modernisation of the economy. Priorities include agriculture, small and medium entrepreneurship, rural - agricultural products processing industry, social sector - pension reform, public health area reform, system of support of the miserable in order to overcome the country's economic crisis, reduce unemployment, poverty and improve social backgrounds. For education, the target indicates the development of a system based on internationally recognised, modern standards. The National Policy of Youth of Georgia developed at the end of 2010, contains priorities on education, employment and entrepreneurship. A new labour code was adopted in 2006 that prompted numerous negative reactions from social partners, the ILO, the EU and other international

organisations. The new labour code aimed to promote strong job creation by offering an extremely flexible framework for employment. A new social partnership agreement was signed in December 2008.

## **6 International aid in TVET:**

### **Good practices: A**

Projects targeting the development of VET centres (USAID, UNDP, Greece, Estonia and the UK); the elaboration and review of legal bases, policy and strategy (EC, UNDP) and technical areas, such as occupational standards and curricula, qualifications framework, teacher development, vocational and career guidance and information (USAID, UNDP, ETF, IOM, bilateral co-operation of Poland, Czech Republic and Estonia). The IOM supported labour market studies and skills needs assessments in 2007 and 2008.

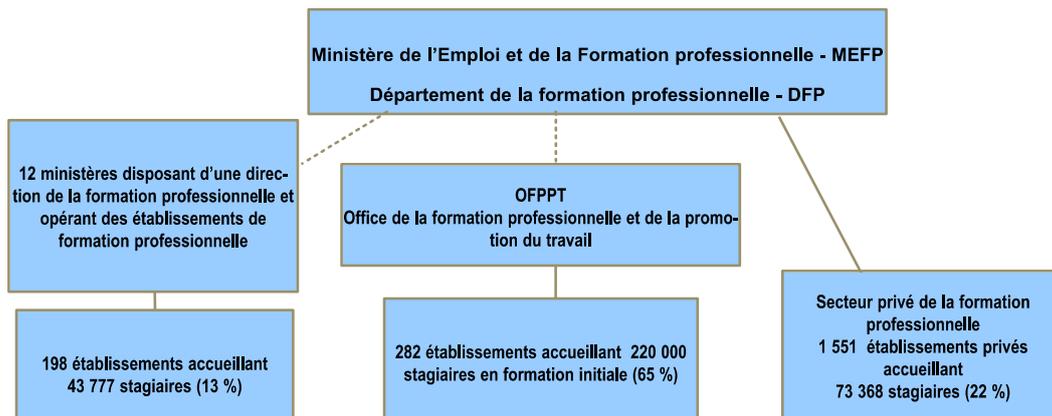
In the aftermath of the 2008 conflict, the Commission supported the 2009-2010 recovery of the war-affected zones, based on three components. Among these was a component that was specifically dedicated to the establishment and development of VET capacity within the University of Gori. In 2009, GIZ began supporting private sector development, public-private partnerships in VET, VET financing schemes and the piloting of learning approaches relevant to labour markets. A USAID project supports the implementation of short-term skills training in a number of VET centres for vulnerable groups and displaced persons and aims to strengthen teachers and management capacity in the VET centres. The project has focused on skills training for the construction sector. The British Council assists the MES and VET centres ("Skills for employment" project) through capacity building on a qualifications framework, quality assurance and the implementation of active partnerships between colleges (with Scottish Dundee College). Other initiatives include a competition for good business plans for graduates of VET centres. GIZ supports Education Management Information System (EMIS) and Monitoring and Evaluation System (MES) in designing and building the components of the monitoring system in terms of software and data clusters. In 2013, the ETF will continue supporting the EU Delegation and the European Commission, as well as the Georgian authorities in advancing the human capital development agenda, with joint activities in the policy areas of VET from a lifelong learning perspective, migration and skills development.

## COUNTRY n° 3: MOROCCO

### 1 Structure of TVET:

**Responsiveness and relevance** (improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services): **B**

The TVET system in Morocco (restructured in 2004), embraces pre-school, the two cycles of compulsory education and secondary general and technical education, higher education and scientific research under the Ministry of National Education, higher education, Cadre training and Scientific Research. Vocational Training is under the Ministry of Employment and Vocational Training. The main public provider of initial vocational is the OFPPT (*l'Office de la formation professionnelle et de la promotion du travail*) that manages the network of public VTCs, implements special programmes and is about to enter into the provision of continuous training for adults. The ANAPEC (*Agence nationale de promotion de l'emploi et des compétences*) implements 3 special programmes mostly targeting unemployed youth diploma holders within the scope of national Active Labour Market Policies. The training of adults is considered as integral part of the national offer of education and VT. The Moroccan system of initial vocational training is characterised by the presence of multiple public and private stakeholders in a structured regulatory framework. Management of continuing vocational training suffers from the absence of a legal framework, with inefficient management of special training contracts and the lack of control of the continuous training resources by the small and medium enterprises.



### 2 TVET Regulatory and strategic framework:

**Coherence** of the system (to facilitate coordinated and planned actions and reforms), and external coherence with the EU VET policy: **C**

The National Charter for Education and Training of 1999 designates education and training as first national priority. The Vocational Training Action Plan 2008-12 sets 11 specific programmes targeting apprenticeships, rural communities, youth for growing sectors, private providers, alternance training, the competence-based approach and training at the workplace. From 2009 onwards, the National Charter was complemented by: the National Pact for Industrial Emergence; the Emergency Plan of the Ministry of National Education and Higher Education and the contingency plan entitled *NAJAH* (success) 2009-12 and the Emergency Plan for employment and vocational training 2008-12 by the Department of Vocational Training. The new Constitution (July 2011) declares access to vocational training as a constitutional right for all citizens. The fundamental and final step to ensure overall coherence of the system is nonetheless

lacking: the Department of Vocational Training of Ministry of Employment and Vocational Training and the social partners have not finalised the expected 2020 Global Strategy for Vocational Training yet.

### **3 TVET Institutions and actors: TVET STAKEHOLDERS:**

**Clear institutional arrangements** among authorities, agencies, and institutions: **C**  
**Holistic response** to human resources planning (government agencies and TVET providers): **C**

The institutional arrangements foresee a division of responsibility or a complementary in roles between the Ministry of Employment and Vocational Training, the Ministry of Education and Higher Education, the Higher Council of Education and the Moroccan Federation of Vocational Training.

The main actors are the Ministries of Education and Higher education for formal TVET and the Ministry of Employment and Vocational Training as the policy-making body for initial Vocational Training. The main public implementing body for initial Vocational Training is the OFPPT. The ANAPEC, in addition to the labour exchange services, is responsible for the implementation of 3 major active labour market programmes, including the provision of technical and entrepreneurial skills for unemployed graduate youth. The social partners and stakeholders include the Confederation of Moroccan Employers (CGEM), the Moroccan Labour Union (UMT), support groups to Inter-professional Councils (GIAC) and the Economic and Social Council. The division of responsibilities and roles between formal and non-formal TVET and the absence of a national TVET authority does partially support the adoption of a holistic response. The delay in the adoption of a National TVET Strategy is also related to the stance taken by the main employers' organisation, the CGEM, on the TVET funding system. In particular, employers disagree with the Government on the utilisation of the funds for continuous training of workers raised through a levy on enterprises for initial training of students.

*Source: AfD*

### **4 Reform priorities:**

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning, public-private partnerships including NGOs: **B**

**Equal opportunities and access for all, including lifelong learning:** **C**  
**Provisions for assessment** (M&E) of policy implementation and impact: **B**

The main developments in TVET occurred during the years 2012 and 2013 have been: the consolidation of a more participatory and inclusive approach to system regulation, governance and implementation; the adoption of a NQF (levels, descriptors, validation) by the Inter-Ministerial Conference; the drafting of a Law on continuous training; the National SME support strategy; the development of a national employment strategy (ILO support funded by CIDA) and the signature of the EU-Morocco agreement on labour mobility have also been partially linked to the project's sustainability.

The new vision envisaged by the Charter promotes an integrated skills response to the demand of the productive sectors and to the social demand of inclusion of specific target groups such as youth drop-outs aged 12 to 15, illiterate youths and the unemployed. How responsibilities are shared among institutions and stakeholders is subject to clarification, as the expected strategy has not yet been finalised. Priorities for the TVET system reform include: quality (NQF, the qualifications authority), monitoring and evaluation system for the training establishments; regional qualifications (Tunisia, Egypt, Jordan, Italy, France and Spain) in the sectors of tourism and construction; links to the European Qualifications Framework; portability of qualifications in migration flows; multi-

level governance of the VET system; active participation of social partners in policy analysis and planning; relevance, certifications and support measures for small and medium enterprises. Support to vulnerable groups translates into objectives of strengthening functional literacy, apprenticeship training and the validation of professional experience. Emphasis is also placed on career guidance services. A priority area for reform is the strategy for continuous training for enterprises. The development of a VET information system to provide data and information for M&E and active labour market policies is indicated as a priority as well as the establishment of a national observatory for employment and employability to increase the relevance of TVET to skills in demand in the labour market and the growing sectors of the economy.

## **5 TVET links:**

**Integration** (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment): **A**

In 2000, the Moroccan government developed a national strategy for economic and social development. In 2008, Morocco launched a National Pact for Industrial Emergency, which covers the 2009-2015 period and includes all industrial activities. The Blue Plan has been developed to strengthen the tourism sector. The Green Plan is the new strategy for agriculture and the National Initiative for Human Development (NIHD). The national strategies all include components on the development of human resources and skills. This relates to the National SME support strategy and the development of a national employment strategy with a specific focus on youth and the EU-Morocco agreement on labour mobility.

## **6 International aid in TVET:**

**Good practices: A**

The preferential agreement with the EU calls on both sides to strengthen dialogue and cooperation for active employment measures, public employment services and labour market analysis. In the area of human capital development, the European Union supports several initiatives on improving the quality of education in five target regions, the strategy for literacy, Tempus, Erasmus Mundus, basic education and vocational training. The World Bank (WB) under the 2010-13 Country Partnership Strategy, focused on (i) strengthening the competitiveness and the creation of employment. (ii) Improving access of vulnerable groups to basic services; (iii) ensure sustainable development under climate change. The World Bank Third Sector Development Project for the private sector includes special training contracts (CSF) and support to inter-professional councils (GIAC) as two instruments to promote training and employment and increase the productivity and competitiveness of Moroccan firms. The World Bank is also currently developing a programme of support to the reform of the Moroccan educational system (PARSEM) focusing on decentralisation, quality of education, development management and implementation of reform and increasing the capacity of the education system. The African Development Bank (ADB) supports education and vocational training, including basic education. The Canadian International Development Agency (CIDA) provides support on basic education and vocational training. In VT, CIDA introduced the "competency-based approach" as one of main pillars of the VET reform. CIDA, in cooperation with GIZ introduced alternance learning and training. The French Development Agency (AFD) supports the education system while the Adult Vocational Training Association (AFPA) contributed to the system of validation of prior experience in the construction industry and public works.

## COUNTRY n° 4: BENIN

### 1 Structure of TVET:

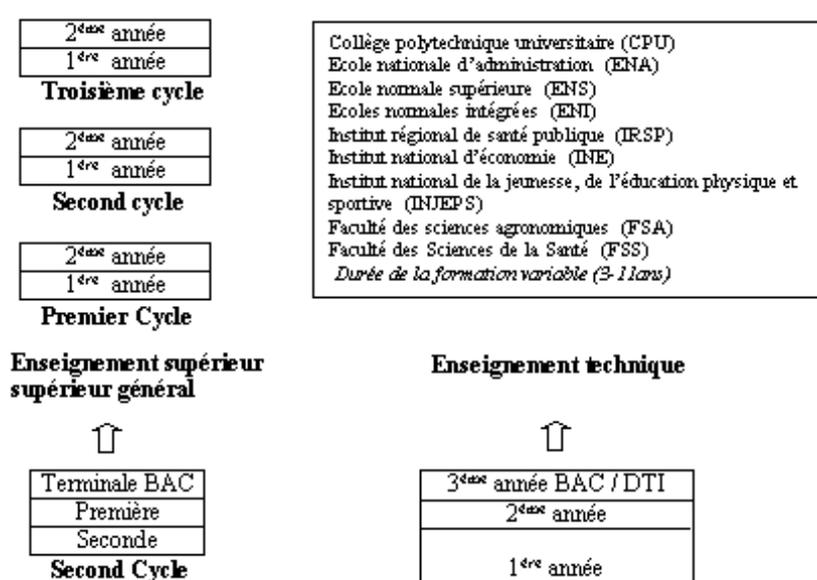
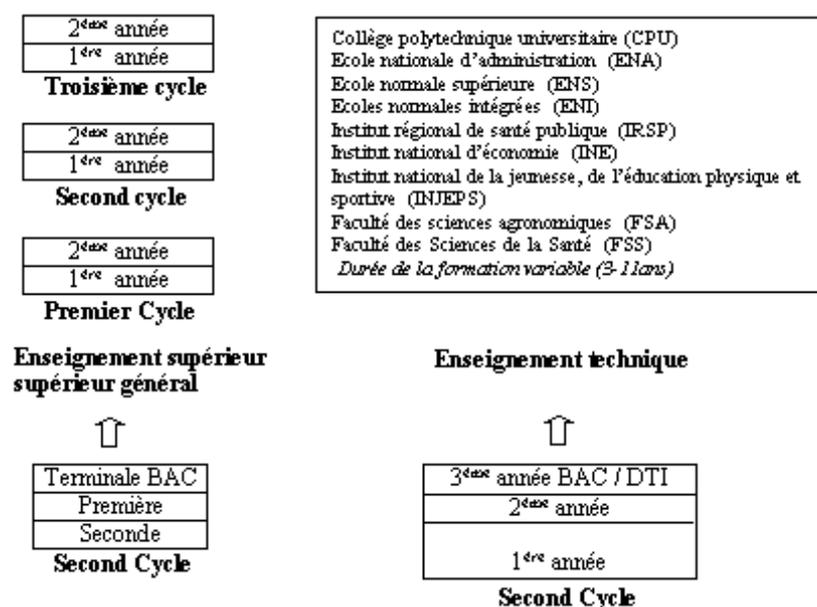
**Responsiveness and relevance** (improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services): **C**

The formal system of education in Benin includes Nursery Education, Primary Education, General Secondary, Technical Vocational and Education Training Courses and Higher Education. Technical Education and Vocational Training prepares individuals and provides them with the opportunity to pursue technical and professional higher education. Training takes place across six (6) courses: Science and Technology and Administrative Management (STAG) Industrial (STI) Agricultural (STA) Health (SS), Family and Social Economy (EFS) and Hospitality and Catering (HR) - divided into thirty sub-specialties.

Technical and professional courses for pupils take place after the fifth grade (second year of secondary education) or after the first cycle of general education in technical colleges or technical schools. Training programmes leading to testing and certification of acquired qualifications are offered in accredited public and private institutions. The mismatching of supplied and demanded skills is considered as one of the main problems affecting the TVET sub-sector. Crafts or non-formal training remains the dominant form of skill transfer in Benin. Non-formal education is organised outside the formal system and includes literacy, adult education and apprenticeships under the supervision of the Ministry of Culture, Sports and Leisure (MCSL). In particular: training is provided by public and private entities that do not necessarily have the status of technical education institutions; although training protocols exist, accreditation, registration and certification procedures are not official. They are to be found in agriculture, auto and motorcycle mechanics, masonry, plumbing and electricity and construction. In the traditional forms of transmission of skills the mastercrafts train the apprentices not necessarily on the basis of a set programme or a standardised approach. With the implementation of the action plan for TVET reform, activities to support traditional forms of learning are ongoing. One of the main points of the operational strategy is dual training, where students alternate between on-the-job training and theoretical and practical training at the Vocational Training Centres (VTCs). There are two VTCs in Abomey and one in Djougou.

Benin strives to make vocational training more relevant to the needs of the youth and of both formal and informal economy. It recently reformed its vocational training policy to adjust technical and professional education (ETF-enseignement technique et professionnel,) to urban labour demand. The reform develops practical training in the form of dual apprenticeship ("apprentissage dual") which alternates theoretical training with practical on-the-job apprenticeship. A professional certificate of qualification (certificat de qualification professionnelle, CQP) is awarded after 600 hours of training at Vocational Training Centres, to be attended in the form of one day a week over a three year apprenticeship programme whilst the five remaining days of the week are spent in a business or artisanal workshop.

For the first time in 2006, 292 apprentices were awarded the CQP. In time, the reform will provide 3 000 CQPs per year. Nine options are or will be available: masonry, electricity, plumbing, surface preparation, cycle mechanics, carpentry, refrigeration & air conditioning, sewing & clothing and hair-dressing. The reform will also create a work qualification certificate (*Certificat de qualification de métier, (CQM)*) to recognise artisan skills.



## 2 TVET Regulatory and strategic framework:

**Coherence** of the system (to facilitate coordinated and planned actions and reforms) and external coherence with EU VET policy: **B**

The Ten-Year (2006-2015) Education Sector Development Plan (PDDSE) is the convergence point of national guidelines for the development of the education sector. It is the result of concerted action between the Government, civil society and technical and financial partners (TFP) so that in 2015, the education system is more consistent with: relevant quantitative and qualitative management offering training to strengthen the management of the system based on the development of capacity for planning, management and ongoing evaluation. The PDDSE attaches great importance to the reduction of disparities between gender and regions, underpinned by a policy that establishes positive discrimination in favour of women, disadvantaged groups and regions. The Framework Law on Education (No. 2003-17 of 11 November 2003) determines the fundamental principles that govern the education system in Benin.

### **3 TVET Institutions and actors: TVET STAKEHOLDERS:**

**Clear institutional arrangements** among authorities, agencies and institutions: **B**  
**Holistic response** to human resources planning (government agencies and TVET providers): **C**

The four departments that have administered the Beninese education sector since May 30, 2011 are as follows: the Ministry of Primary and teachings (MEMP); the Ministry of Secondary, Technical and Vocational Training, Retraining and Youth Integration (MESFTP IRfJ); the Directorate of Technical Education (DET) undertakes management supervision of public and private technical schools, is responsible for the design, control, implementation and control of the state policy in the field of technical education. It provides administrative coordination and quantitative management of institutions with respect to the number of pupils, teachers, administrative staff, infrastructure and equipment. Ensuring recruitment of students in collaboration with the Directorate of Exams and Competitions (DEC), The Directorate of Training and Professional Qualifications (DFQP) is the counterpart of the DET for training, specialisation, qualification and preparation for working life. Its scope covers the Craft Centres (CM), Vocational Training Centres (PSC), Units of Production and Development (UPP) and all public, semi-public and private organisations that invest in both formal and non-formal training; the Ministry of Higher Education and Scientific Research (MHESR); the Ministry of Culture, Literacy, Handicrafts and Tourism (MCAAT). In addition to these departments, other departments responsible for the administrative supervision of some centres specific to their vocational training are as follows: the Ministry of Labour and Public Service manages the Centre for Advanced Personal Business (SBP); the Ministry of Development, Economy and Finance manages the School of Executive Education Treasury (EFCT), the School of Professional Training of Central Finance Administration and the School of Executive Education taxes; the Ministry of Mines, Energy and Water has the Staff Training Centre of the Benin Electric Power Corporation under its supervision. Private providers have become more prevalent in the sector since the end of the Marxist regime (1989), a situation the Government of Benin has consistently encouraged. The full enforcement of the new regulations is hampered by resistances to the change by both the state and the private training providers..

### **4 Reform priorities:**

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning, public-private partnerships including NGOs: **B**

**Equal opportunities and access for all, including lifelong learning:** **C**

**Provisions for assessment** (M&E) of policy implementation and impact: **B**

**Policy Letter of Education Sector:** The objectives for the sub-sector of TVET for restructuring and adapting to the economic and social realities of the country revolve around: the modernisation and development of educational provision, strengthening and improving the quality of training, the establishment of a specific range of short training modules for the benefit of socially vulnerable groups active in employment. TVET capacities will be developed through: the diversification of specialties offered to accommodate the needs of the priority sectors and market needs, and the establishment of a recruitment policy meeting driven to the demands of the quality and diversification of TVET, the establishment of a system of continuing education to ensure greater qualification of the national workforce. This new mode of training will improve the initial training and the extension of existing facilities and the creation of new facilities taking into account the training needs and focusing on a harmonised regional development. The demand for quality and fairness requires: the consolidation of training of trainers in the definition and implementation of training plans; the design and provision of appropriate equipment and teaching materials; the professionalisation of initial training by redefining teaching contact hours, programme content and the use of professional involvement in

the implementation of the training; the strengthening of controls in schools through the development of management tools; strengthening the training of supervisory staff and the strengthening of initial training and educational activities; the implementation of a policy to promote women in the agricultural and industrial sectors. Improving TVET management passes by the establishment of a framework for consultation (private institutions, employers, sectoral ministries, professional associations, etc.). To better take into account the needs of the labour market in determining training it is necessary the introduction of new modes of training (alternance dual learning, distance learning...), the establishment of a monitoring system formed at institutions and the introduction of a control by demand for products of TVET; strengthening engineering decision support (technological and pedagogical intelligence, etc.)

## **5 TVET links to HR, broader social and economic policies:**

**Integration** (TVET policies embedding Skills Development within broader development strategies e.g. industry sector development, local economic development, youth employment): **B**

Benin is a country with one of the largest informal economies of sub-Saharan Africa and, in parallel, one of the more structured traditional/informal apprenticeship systems producing skilled craftsmen in line with the requirements of its economy. This seemingly paradoxical situation shows that there is no causal relationship between the state of the economy and the state of structured training. On the contrary, evidence demonstrates that interactions between the world of the production of goods and services and the production of skills and qualifications are complex and depends on a number of factors that are important to identify in order to give the informal sector a policy and practice of appropriate education and training.

## **6 International aid in TVET:**

### **Good practices: A**

Some technical and financial partners support the Government in the implementation of reforms to improve the business climate: (i) The Millennium Challenge Account (MCA), with funding from the United States supports port reform, microfinance, land reform and justice. It will soon launch a support centre for the formalisation of companies, (ii) The Project *Competitiveness and Integrated Growth (CIGOP)*, with funding from the World Bank, will support the establishment of an agency for the promotion of investment and exports (APIEX) including a one-stop shop for business start-ups. Other technical and financial partners are currently supporting the development of the private sector at various levels. The following examples should be mentioned in particular: (i) Denmark, which intends to support financial and non-financial services for SMEs; (ii) Belgium intends to support agricultural investment with the establishment of branches of a competitive economy and local funds at the municipal level; (iii) Dutch cooperation, through SNV and CBI conducts projects for tourism development in Benin; (iv) German cooperation through GTZ, KfW and DED supports economic development and tourism at the municipal level through decentralised development programmes; (v) Swiss cooperation supports the private sector in Borgou and Alibori through a support programme for artisans (ASAA) by reinforcing the qualifications of the local workforce, management support, access to financial services, investment support, market access and support for the development of niche markets (art and craft, tourism). At the regional level, the EU bilateral project has strong synergies with three UEMOA programmes funded by the EU: (i) the Quality promotion programme of UEMOA; (ii) the programme of restructuring and upgrading industry; (iii) the action programme for the promotion and financing of SMEs in the WAEMU.

## COUNTRY n° 5: BOTSWANA

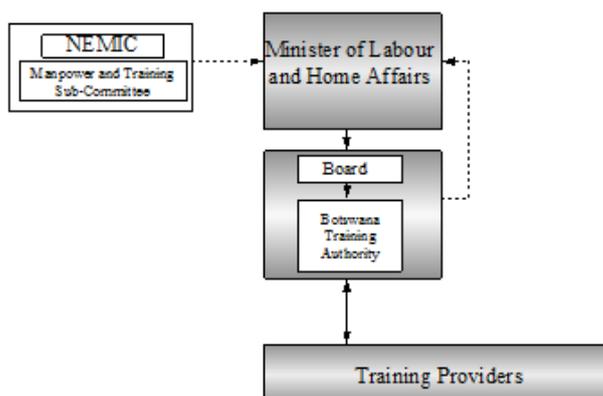
### 1 Structure of TVET:

**Responsiveness and relevance** (Improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services): **B**

The TVET system in Botswana consists of two main streams: the BTEP stream potentially leading up to Diploma level and the Apprenticeship/Trade Tests stream, potentially leading up to National Craft Certificate level. The TVET evolved over the last two decades in three distinct phases. An initial phase was marked by the lack of a unified TVET policy, low coordination and lack of standardised vocational qualifications, curricula and qualified trainers. Community schools (the Brigades) from education-with-production (secondary schools) moved into training with production as VTCs and attracted considerable donor support and state subsidies. In 2005, the 39 Brigade VTCs enrolled 27% of the total of about 28 000 VET students.

Employer-based training, modelled on German apprenticeships with the support of the GTZ was introduced with the Apprenticeship Act in 1987 and was offered through the Directorate of Apprenticeship and Industrial Training (under Ministry of Labour and HA). The Madirelo Training and Testing Centre (MTTC) under the MOL carried out the assessment of trainees and offered three levels of Certification which served both the Brigades and the Apprenticeship scheme: Trade Test C, Trade Test B, and the National Craft Certificate. The second phase (1994–2010) integrated different types of TVET into one system under the Directorate of TVET of the MOE, with the aim of giving new status to TVET as an alternative education route, comparable to academic education. The Botswana Training Authority (BOTA) was established as a coordinating authority to monitor skills needs of the economy and develop a comprehensive system of vocational qualifications, including registration, accreditation and monitoring of both public and private training institutions. The Tertiary Education Council – TEC (that regulated most programmes at Diploma level and above, including those with technical and vocational orientation) was established in 1999 (Tertiary Education Act).

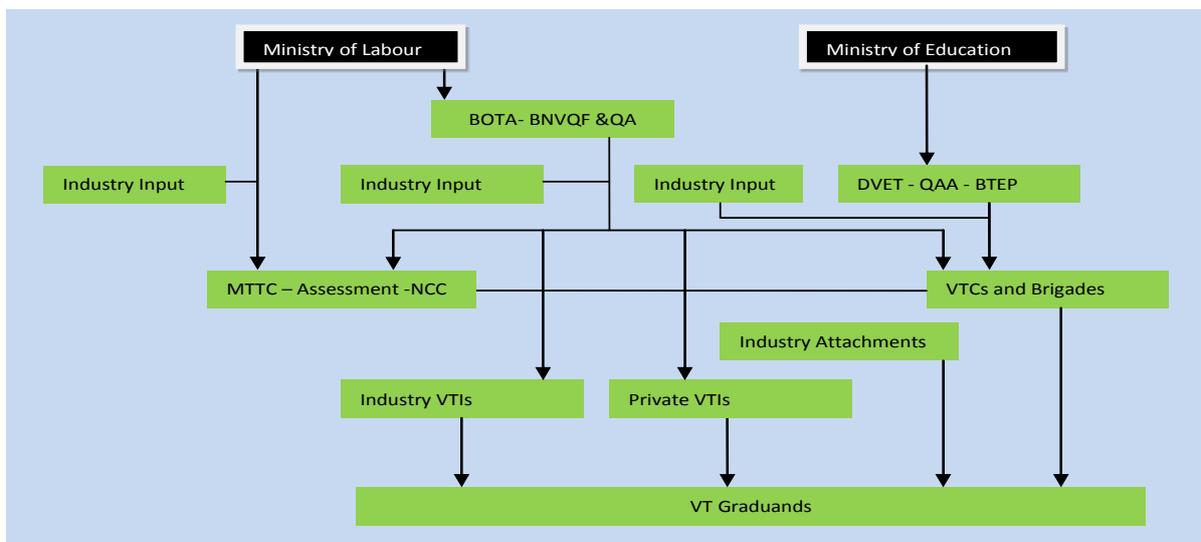
Apprenticeships were reviewed in 1999 as the size of the industrial base in Botswana was found to be too small to support the apprenticeship model (less than 2% of the total school leaver cohort in 2001). VTCs were reconceived as Technical Colleges for the provision of pre-employment technical training or under the Botswana Technical Education Programme (BTEP) as well as the theoretical components of the National Trade Tests (NTT) and the National Craft Certificate (NCC). The BTEP programme, offered through the DVET, started in 2001 (funded by the EU with the assistance of the Scottish Qualifications Authority). Since 2002, BOTA developed the Botswana National Vocational Qualifications Framework (BNVQF) to rationalise the provision of TVET over 3 levels and to harmonise qualifications supplied by both public (TTT-NCC-BTEP offered at Brigades VTCs, MTTC, Technical Colleges) and private providers (mostly City and Guilds and Pitman qualifications).



## 2 TVET Regulatory and strategic framework:

**Coherence** of the system (to facilitate coordinated and planned actions and reforms), and external coherence with the EU VET policy: **C**

The many policy and regulatory documents covering TVET (at least 35) are the product of a policy-rich environment. However, the poor performance of the Sector against national targets indicates that either these policies are not relevant and/or have not been implemented properly. The progressive accumulation of imported patterns, effective elsewhere but not necessarily entirely adapted to the context, has been detrimental for the development of an overall coherent, more simple and efficient system. The policy basis includes the Apprenticeship and Industrial Training Act (MOL) and the Education Act (MOE). The Revised National Policy on Education (RNPE) of 1994 and the subsequent National Policy on Vocational Education and Training (NAPVET) of 1997. The Vocational Training Act (1998) replaced the Apprenticeship Act and established the Botswana Training Authority (BOTA) as a national coordinating body. The Tertiary Education Council (Tertiary Education Act, 1999) regulated most programmes at Diploma level and above. The Government introduced the BTEP in 2000 in response to the recommendations made in the National Policy on Vocational Education and Training (1997), the 7<sup>th</sup> National Development Plan and Vision 2016. In 2002, the Botswana National Vocational Qualifications Framework (BNVQF) adopted over 3 levels. Vocational Training Regulations of 2008, the Financial Incentive to Employers of Apprentices and the Tertiary Education (Accreditation of Private Tertiary Institutions) Regulations, 2008 complete the policy framework.



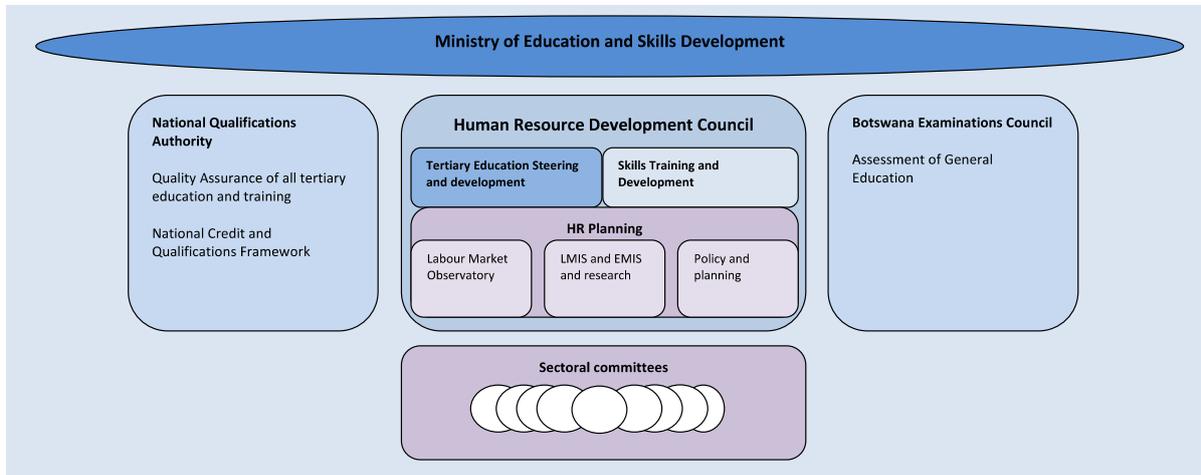
## 3 TVET Institutions and actors: TVET STAKEHOLDERS:

**Clear institutional arrangements** among authorities, agencies, institutions: **C**

**Holistic response** to human resources planning (government agencies and TVET providers): **C**

The national authorities involved in TVET are the permanent Secretariat and the Directorate of TVET of the MOESD (Technical Colleges), Ministry of Education and Skills Development, the BOTA, the Council of the Principals of the 8 Technical Colleges and the Directors of the 37 VTCs (former Brigades). The Tertiary Education Council and the Botswana Education Certification authority (certification) and the Botswana Quality Authority (BQA) complete the institutional set up. Other Ministries involved in TVET are the Ministry of Health (Institutes of Health Sciences), Ministry of Works and Transport

(Roads Training Centre), the Department of Public Service Management (BIAC) and the Ministry of Labour and Home Affairs (Brigades). It is estimated (2005) that there are about 202 Vocational Training Institutions in the country. Out of these 202, 40 (20%) are community-based Brigades, 37 (18%) are Company Training Centres, 24 (12%) are Government, 10 (5%) are NGOs, 12 (6%) are Parastatals, 74 (37%) are Private Training Institutions and 5 (2%) are classified as Consultants (BOTA, 2006).



#### 4 Reform priorities:

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning, public-private partnerships including NGOs: **C**

**Equal opportunities and access for all, including lifelong learning (LLL): C**  
**Provisions for assessment** (M&E) of policy implementation and impact: **C**

The promoted reforms have not been fully accomplished and traces of the previous system remain; this includes weak and inflexible articulation between vocational and academic secondary and post-secondary TVET. It is thus difficult for students to be transferred across existing programmes. The NQF seeks to establish a better articulation between qualifications within either the TVET sector or other sectors of education. Programme-level pathways currently in place prove ineffective. Lifelong learning, so far understood mostly as a tool for eradicating poverty is expected to become part of the overall HRD policy of the GoB as also addressed by the EU support to the Education sector. The new phase might see the merging of BOTA and TEC after the relocation of vocational skills development to the Ministry of Education (renamed Ministry of Education and Skills Development). The Human Resource Development Advisory Council (HRDAC) has been formed and the implementation of the HRD Strategy should lead to an umbrella organisation, the "Human Resources Development Council" (HRDC), flanked by the NCQF Unit and the Botswana Examination Council (BEC). It is expected that this integrated approach to human resource development will not only increase the supply of qualified Batswana into the economy but also ensure relevance of training through direct linkages with industry and LMIAS. The areas the ongoing reform aims at addressing are those of: TVET Policy and governance (MOESD to be the sole accountable authority of the TVET sector); Relevance (TVET system alignment to economic needs), the Quality Assurance Framework (the establishment and operationalisation of the NCQF, Learner Record Data base (EMIS), optimisation of resources and the rationalisation of the TVET programmes and institutions, strengthening of the competency levels of TVET Trainers); Access (the partnership with private sector for work-based learning, incentives to private sector participation in work-based training, apprenticeship scheme, Recognition of Prior Learning and Recognition of Current Competencies); Attractiveness of TVET (TVET re-

branding, career guidance and work placements, TVET communication strategies); Funding (student funding systems).

## **5 TVET links:**

**Integration** (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment): **B**

In 2010, the BOTA identified 16 critical skills areas that the economy will need and six priorities identified for fast track development: Transport Operations, Technical/Vocational Teaching, Hospitality and Catering, Electrician, Radio/Electronics/Computer Engineering (including telecommunications) Diamond Cutting/Polishing and Jewellery Making.

On the basis of the projected growth of the economy under National Development Plan 10 (NDP 10), projections for skills demands have been made up until 2016. The National Human Resource Development Strategy document (2009-2022) asserts that education and skills development are a means for poverty alleviation for households and an economic stabiliser at the national level. Clear linkages exist between TVET and LLL as poverty reduction tools that are integrated into the HRD policies currently in force in Botswana. Notwithstanding this, links between local economic development and other socioeconomic issues such as youth and unemployment are currently much dispersed and may require further reinforcement. The review of the National Development Plan 9 (NDP 9) identified the mismatch between opportunities in the labour market and graduates as a problem that contributed significantly to youth unemployment and increased unemployment and dependency on government assistance programmes. NDP 10 requires a focus on the development of human resources (National Human Resource Development Strategy 2009-2022) and full utilisation of their capacity for the growth of the economy and the nation-building process. At regional level, the SADC agenda emphasises the building of the TVET system in terms of governance, labour market, analysis, institution building, legislation and finance.

## **6 International aid in TVET:**

### **Good practices: B**

Major donors involved in educational and TVET issues were, in addition to the EU, the WB, AfDB and DfID. With the country qualifying for upper middle-income status, being one of the fastest-growing economies in the world, bilateral donors have reduced their level of support to TVET in Botswana. The GIZ, since early 2000, moved into a co-funding agreement for TVET support, focusing on the provision of Technical Assistance to selected departments, training centres and national authorities. Under the new cooperation framework, GIZ - in partnership with the national Chamber of Mines - will start a new generation of sector-related training programmes (in late 2013 will start with the mining sector) and make an extensive utilisation of the Francistown Technical College. UNESCO is currently implementing the *BEAR* (Better Education for Africa's Rise) multi-regional sectoral programme (Korea, Pakistan, Botswana, DR Congo, Malawi, Namibia, and Zambia) to develop evidence-based TVET policies through public-private partnerships, improving the shared responsibility of government, employers and workers, promoting a sector-based approach to on-the-job learning and improving its quality. The interaction with neighbouring countries in a South-south cooperation modality is to strengthen the provision of qualified trainers and curricula (Zimbabwe and South Africa).

## COUNTRY n° 6: IVORY COAST

### 1 Structure of TVET:

**Responsiveness and relevance** (Improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services): **B**

The Department of Technical Education was established in 1959 under the first government of the Republic of Ivory Coast with a mission to train managers, technicians and skilled workers that the country needed to ensure the recognition of its nascent industries and to promote the development of rural areas. In 1970, the Department became the Ministry of Technical Education and Vocational Training (METFP) and its mission was extended to provide technical and professional skills to students and unemployed people. This period allowed the training sector to grow both quantitatively and qualitatively. Since 1991, a TVET reform process began with the aim of building a system comprising formal, non-formal TVET and continuing education under a unified authority. The technical education and vocational training sub-sectors have been attached – one by one - to one supervisory ministry leading to a situation that has not been conducive to the formulation and implementation of a coherent human resources development policy.

The Ministry of Technical Education and Vocational Training has gone through many changes. It was twice given the status of a full-fledged ministry, twice broken up, with its internal departments scattered amongst other ministries. It was then restored to ministerial status in 1996, but stripped of the *grandes écoles*, which remained under the Higher Education Ministry with specialised training centres falling under the remit of other technical ministries. The Ministry progressively lost its distinct identity and its coherence. Internal and external efficiency declined as a result of instability and the diversity of decision-making centres. With the formation of the first government under the Second Republic in October 2000, this Ministry disappeared once again, with its competencies redistributed to the Ministries of Education, Youth and Employment and Vocational Training. The division of responsibilities for the sector across these three ministries has led to problems in coordinating tasks and activities and held back the design of a coherent, integrated sectoral policy.

Since 2007, however, there has been a ministry (METFP) specifically responsible for technical education and vocational training; several institutions are under the authority of the Ministry, such as: the technical and pedagogical engineering structure: the National Agency for Vocational Training (AGEFOP) responsible for training system development, needs analysis, methodology and delivery. The National Pedagogical Institute of Technical and Vocational Education (IPNETP) is responsible for upgrading and training of trainers and teachers. The Ivorian Centre for the Development of Vocational Training (CIDFOR) is responsible for programme, curricula and courses development.

The Centre for the Promotion of New Technologies of Information and Communication (CPNTIC) promotes new technologies of information and communication in all TVET components. The fund for vocational training development (*Fonds de développement de la formation professionnelle (FDFP)*), manages the apprenticeship programme funded by 0.5% of the total wage bill and continuous vocational training (1.5% levied through compulsory contributions) as well as the overall TVET funding, M&E and in-service training. The *Agence d'Etudes et de Promotion de l'Emploi (AGEPE)* is the public employment service that also performs observatory and training promotion functions. The National Solidarity Fund also promotes and supports a youth entrepreneurship scheme.

The main difficulties of the TVET system are both internal and externally induced. Internal constraints entail low access to a very small portion of the potential target

population, low quality, low relevance and insufficient resources. The impact of the TVET sub-sector of the labour market is insufficient, since it represents only a small fraction of the potentially target population. It does not provide (enough) appropriate training for those who are part of the agricultural and non-agricultural sector of the economy, and ii) is insufficient in that the beneficiaries of TVET training sometimes have trouble finding a job that matches what they have been trained.

## **2 TVET Regulatory and strategic framework:**

**Coherence** of the system (to facilitate coordinated and planned actions and reforms), and external coherence with the EU VET policy: **C**

The regulatory framework is based on Decree N° 2007 – “Organisation of the METFP” - and is shaped around the *Plan d’Actions à Moyen Terme du Secteur de l’Education/Formation (PAMT) 2012-2014* that followed and updated the *Plan National de Développement du secteur Éducation/Formation (PNDEF) -1998-2010*. The overall objective of the national TVET strategy is (as many other countries in similar economic and development conditions) to create an efficient, flexible, adaptable and innovative workforce in the country, in order to contribute to the economic development and poverty reduction, through the development of a demand-driven, high quality TVET, relevant to the skill demands of all national economic sectors and to the needs of the population. The *Note de cadrage pour le développement de l’Enseignement Technique et de la Formation Professionnelle en Côte d’Ivoire 2010-2020* indicates the reform perspectives and priorities of the Ministry.

The government’s new strategy for technical education aims to broaden access to technical training at the senior secondary level. To this end, the authorities intend to raise the intake capacity of public technical education, taking into consideration the needs identified throughout the country, the cost of building and equipping schools, and the constraints on public finances. The main strategic lines include: focus on production sectors and branches (agricultural sector, informal sector, etc.), particularly those characterised by higher employment elasticity (job creation) and on the emergence of new trades (ITC, green jobs); partnerships with productive sectors from governance to programme design and delivery; promotion of entrepreneurial skills for self-employment; strengthening of training at the workplace and formal and informal/traditional apprenticeships.

## **3 TVET Institutions and actors: TVET STAKEHOLDERS:**

**Clear institutional arrangements** among authorities, agencies, institutions: **B**  
**Holistic response** to human resources planning (government agencies and TVET providers): **C**

The main TVET actors remain fragmented across more than 15 institutions, bodies and agencies. Formal TVET is under the responsibility of the Ministry of Education as the principal TVET provider in the country, the Ministry of Higher Education and Research and the Ministry of Technical Education and Professional Training. Non-formal training and skills are addressed by other ministries; the principal ministries being: the Ministry of Agriculture and Animal Resources, Ministry of Women and Family and Support, Ministry of Public Health and Ministry of Sports. Seventy Vocational Training Institutions under the Ministry include: 59 public training establishments, including 10 Mobile Units (UM) for skills training and three (3) Application and Production Workshops (AAP) for the training of artisans. A total of 333 registered and accredited private training institutions and private firms deliver training. Private schools enrol more than the half of the student population (in excess of 68%). The Ivory Coast Chamber of Commerce plays a relevant role in connecting employers with jobseekers and also determining the skill needs in accordance with market requirements.

#### 4 **Reform priorities:**

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning, public-private partnerships including NGOs: **C**

**Equal opportunities and access for all, including lifelong learning:** **C**

**Provisions for assessment** (M&E) of policy implementation and impact: **C**

Since 1991, with the implementation of the human resources development programme, Ivory Coast has embarked upon the reform of the vocational training system. The reform's strategic blocks, as progressively defined throughout the reform process (PNDEF and PAMT) and finally defined in the latest national plans entail: governance (institutional autonomy and decentralisation with involvement of social partners); relevance (establishment of tripartite bodies; mechanisms for the certification of skills, in consultation with the business community); access (sustainable integration of job seekers and people in precarious situations); quality (to meet the demand for technical and vocational training) and provide training tailored to qualifications required by the labour market. Furthermore, partnerships between school and work, autonomy and responsibility of educational and training structures, occupational skills standards; curriculum reforms in the framework of the CBA, the training of 3500 trainers on CBA, through a reformed IPNETP and a new funding system have all been addressed. The reform of TVET in Ivory Coast was completely halted by the internal conflict and is now back among the priority sectors to reduce unemployment, while achieving social equity and cohesion for restoring the country's social contract.

#### 5 **TVET links:**

**Integration** (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment): **B**

After the Peace Accord (APO) signed in March 2007, the PRSP launched (in December 2007) the Post-Conflict Assistance Program (PAPC) with the World Bank and the Emergency Post-Conflict Assistance Program (EPCA) with the IMF. Outcome 3 stipulates that the Government shall develop new modes of TVET (alternative training and identification of new training courses in relation to economic trends) in partnership with the private sector on the management and funding of vocational training institutions. This will promote partnerships between enterprises and training schools to adapt the training courses to the demands of the labour market and ensure the sustainable professional insertion of graduates. A qualifying training programme for adolescents excluded from general education, the rehabilitation of the existing infrastructure, a system of upgrading and specific training for trainers and administrative and technical and vocational training supervisory staff are the main elements of the strategy.

On financing, the reduction or grants for school fees should be offset by provide specific support to the training of students from disadvantaged families to increase access of this major segment of the population and enhance their chances of gaining decent employment. The National Development Plan (NDP), adopted in March 2012 focuses on the needs of people in terms of access to quality basic services. The National Human Development Report 2013 *Employment, structural change and human development in Côte d'Ivoire* focuses on the structural characteristics of employment, the regulatory framework and the functioning of the labour market. Support to skills for new jobs in the environmental sustainable economy (green jobs) and inclusion of informal sector workers in decent work are indicated as intervention priorities.

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## **6 International aid in TVET:**

### **Good practices: A**

Major and visible donors dealing with educational and TVET issues are: UNIDO, AFD and World Bank who support the reform of the national education system. Japan, the Islamic Development Bank, the Arab Bank for Economic Development in Africa (BADEA) and the Saudi Development Fund support the rehabilitation of Vocational Training Centres. WB, UNDP, the European Commission and AFD support youths via job insertion schemes. Other important donors are UNIDO and UNDP.

## COUNTRY n° 7: NIGER

### 1 Structure of TVET:

**Responsiveness and relevance** (Improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services): **C**

TVET is fragmented and reproduces imported educational models and offers standardised training. The TVET system entails that the Ministry of Education and Research is responsible for the component of the formal education system and the Ministry of Vocational and Technical Education (MFPT) and the National Office of Vocational Training (ONAFOP) that manages the FAFPCA fund (*Fonds d'Appui à la Formation Professionnelle Continue et à l'Apprentissage*) is responsible for non-formal VT. The TVET delivery structure includes the network of 18 Community VT Centres (CFDC), the centre of the national federation of farmers (CNOP) and other small training centres established by municipalities. TVET funding comes from government budget allocations, the budgets of local authorities, donors (international institutions and bilateral partners), student fees and NGOs.

### 2 TVET Regulatory and strategic framework:

**Coherence** of the system (to facilitate coordinated and planned actions and reforms), and external coherence with the EU VET policy: **B**

The sectoral TVET policy is in line with the Plan for Social and Economic Development (PDES) 2012-2015 of the PRSP. The Law 98-12 of 1<sup>st</sup> June 1998 sets the main policy orientations of the education system; the law on apprenticeships was adopted by decree in 1996 and the law on craft work in 1992 are all incorporated in the Sectoral Policy Document of the Law 26<sup>th</sup> March 2006, whose basic principles govern and guide the TVET system. The regulatory framework is completed by the *Politique sectorielle de l'enseignement et de la formation professionnelles et techniques* of 2006, the *Programme Décennal de Développement de l'Éducation (PDDE)* (2002-2012) and the *Document de stratégie sectorielle de l'éducation au Niger: 2012-2020* which indicates the strategic directions of the TVET system.

### 3 TVET Institutions and actors: TVET STAKEHOLDERS:

**Clear institutional arrangements** among authorities, agencies, and institutions: **C**

**Holistic response** to human resources planning (government agencies and TVET providers): **C**

TVET falls under numerous ministries and suffers from a lack of coordination synergies and an integrated vision of how the sector can develop strategies to meet the challenges facing it. The *Conseil Supérieur de l'Enseignement et de la Formation Professionnelle et Technique (COSEFPT)* is the national platform for social dialogue on TVET that was formally established in 2009; however, it is mostly nominal. Under the MFPT, there are several institutions in charge of the different areas of the TVET system such as: the DETFP (*Direction Nationale du Ministère de l'Éducation chargé de la FP*), the National Office for VT (ONAFOP) in charge of policy setting and control; the Fund (*Fond d'Appui à la Formation Professionnelle et à l'Apprentissage FAFPCA*) which is the funding and management body for the apprenticeship programmes in the country; the Department of Continuous Vocational Training (DFPCA), which is responsible for the development and implementation of continuous training programmes for workers in the formal economy and the Directorate in charge of studies and programming and research on TVET (DEP). The National Agency for employment promotion (ANPE) is the public employment service

in charge of the implementation of active labour market policies and measures. The National Federation of Artisans du Niger (FNAN) is the professional association involved in the management of the fund – FAFPCA - and its regional network are active partners in the implementation of the apprenticeship programmes.

#### **4 Reform priorities:**

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning, public-private partnerships including NGOs: **C**

**Equal opportunities and access for all, including lifelong learning: B**

**Provisions for assessment** (M&E) of policy implementation and impact: **B**

Based on the development and poverty reduction strategy (PRS) framework, the sectoral policy adopted in 2006 identifies, as strategic areas for TVET development, a large-scale institutional reform starting from an independent or autonomous supervisory authority. This involves: systematising the involvement of the economic operators at all levels of the system; the support to institutions to adjust to the needs of society and the economy in Niger; placement services for the graduates; a sector-based approach; refocusing technical and vocational training on the rural sector; the rehabilitation and coordinating of the national training system; strengthening higher technical training institutes; strengthening and modernising skills of the informal economies; developing initial vocational training and apprenticeships; new financing schemes; the establishment of new training centres by 2015; promoting women's access in agriculture and industry; vocational training certification systems for drop-outs and workers with obsolete skills; incentives to private TVET providers and improvements towards the geographical distribution of training centres with the involvement of the heads of trade associations.

#### **5 TVET links:**

**Integration** (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment): **C**

The Government's development plan (Government of Niger, 2006) and the *Stratégie de Développement accéléré et de Réduction de la Pauvreté (PRSP)* 2008-2012 are the main policy frameworks that incorporate TVET policy.

#### **6 International aid in TVET:**

**Good practices: B**

The Commission supported the development of the VT system and apprenticeships for the artisan sector (*NIGETECH I et II* and the projects *Appui à la Formation Professionnelle Continue et à l'apprentissage I et II*) and the strengthening of the ONAFOP and the FAFPCA. It also supported the development of rural and agricultural VT through the Community Centres (CFDC) of the Ministry. The ILO has focused on Labour Policy, the AFD has targeted TVET as a priority, particularly on the mining sector, as well as the establishment of vocational training for the industrial sector at large. Luxembourg Bilateral Cooperation (LuxDev) is the principal donor on technical and vocational training in Niger and supports the national institutions on national policy and the development of a strategy for the vocational training sector, general management, human resources management, curriculum development and quality control of training at the workplace.

## COUNTRY n° 8: BANGLADESH

### 1 Structure of TVET:

**Responsiveness and relevance** (Improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services): **A**

Education in Bangladesh has three major phases: primary, secondary and higher. Primary education starts at the age of six with a five-year cycle while secondary education lasts seven years with three sub-stages: junior secondary (3 years) for ages 11-13 (grades 7-8), secondary (2 years) for ages 14-15 (grades 9-10) and higher secondary (2 years) for ages 16-17 (grades 11-12). Secondary education has three main streams: general, technical-vocational and *madrrasah*. Formal technical vocational education starts after grade 8 with a two-year course in basic skills. This can be followed by certificate-level courses or Secondary School Certificate Vocational courses (SSC Voc), which also require completion of grade 8. Successful completers can progress to Higher Secondary Certificate (HSC) General, HSC Vocational or an Engineering diploma of 4 years' duration (grade 12 plus 2). Institutions that offer SSC Vocational courses include 500 secondary schools run by the Ministry of Education (MoE), 49 technical secondary schools under the Directorate of Technical Education (DTE) with an additional 26 under construction, 12 technical training centres (run by the DTE) and approximately 14 000 private training institutions. These are classified into four groups: (i) public, (ii) private (commercial), (iii) non-governmental organisation (NGO), and (iv) industry (managed by industrial associations and including on-the-job training).

Formal TVET in Bangladesh consists of a choice of three programmes—basic, certificate, and diploma—with class (or grade) 8 completions as a minimum entry qualification. Basic trade (basic skill standard certificate or national skills standard – Basic) is a 360-hour skills training course that focuses mainly on practical skills with some theory requiring class 8-level education. Various ministries manage the public institutions involved. The Directorate for Technical Education of the Ministry of Education (MoE) manages polytechnic and mono-technical institutes and technical schools and colleges; the Ministry of Labour manages technical training centres; the Ministry of Textiles manages vocational textile centres and the Ministry of Agriculture manages agricultural training institutes. In the case of industrial TVET, the majority of workers acquire their skills on the job. The majority (72%) of firms have no training facilities and thus send their workers to external training organisations for upgrading as the need arises. Some employers' associations also have training establishments (centres of excellence) and NGOs also offer vocational education and training, while polytechnics under the DTE also offer post-secondary level diplomas. The formal TVET system has had minimal impact on the economy and on poverty reduction; of the total labour force in 2003, only 0.12% received technical training from the system.

Age (Year)	Grade	Main stream						Madrasa stream	English medium stream				
		General		Professional		Technical-vocational							
26+	21	PhD	MD, PhD		PhD	Post graduate	Post graduate	Post graduate	Post graduate				
25+	20		MPhil	MPPhil						MS, MPhil	Post graduate	Post graduate	Post graduate
24+	19												
23+	18	MP Ed., MEd	MPPhil	Dip	MS, MPhil	Post graduate	Post graduate	Post graduate					
22+	17	MA, MSc, MCom, MSS, MBA, MEd	BP Ed., B Ed	LLM					MBBS	BDS	MS, MSc in Engr., Ag	BSc in Engr	BSc in Tech. Ed
21+	16	Masters (Prel.)	LLB (Hons)	BSc in Nursing Science and Midwifery	Dip in Nursing Sc. & Midwifery	BSc in Engr., Ag, Text., Leather	Comp	BSc in Engr					
20+	15	Bachelor (Hons)							LLB (Hons)	BSc in Nursing Science and Midwifery	Dip in Nursing Sc. & Midwifery	BSc in Engr., Ag, Text., Leather	Comp
19+	14	Bachelor (Pass)	LLB (Hons)	BSc in Nursing Science and Midwifery	Dip in Nursing Sc. & Midwifery	BSc in Engr., Ag, Text., Leather	Comp	BSc in Engr					
18+	13	Bachelor (Pass)							LLB (Hons)	BSc in Nursing Science and Midwifery	Dip in Nursing Sc. & Midwifery	BSc in Engr., Ag, Text., Leather	Comp
17+	12	Secondary	Higher secondary examinations (grade 12)										
16+	11	Secondary	HSC (Voc)	HSC (General)			Diploma in Engr., Aircft, Text., Glass & Ceramics, Survey, Printing Marine Engr, Graphic Arts, Ag.			NSS I			
15+	10		Secondary school examinations (grade 10)						NSS II	Dakhil	O level		
14+	9		SSC (voc)	SSC (general)			SSC (voc)					NSS III	
13+	8		Dakhil (voc)	Dakhil (madrasah)			Dakhil (voc)			NSS basic			
12+	7		SSC (voc- textile)	O level (English)			SSC (voc-textile)			Basic trade			
11+	6		JUNIOR SECONDARY EDUCATION (grade 8)						Open	Ebtedayee	Standard		
10+	5		PRIMARY EDUCATION (grade 5)										
9+	4								Open	Ebtedayee	KG		
8+	3												
7+	2								Open	Ebtedayee	KG		
6+	1												
5+			PRE-PRIMARY EDUCATION, EARLY CHILDHOOD EDUCATION, HOME TUTORING						Maktab	Nursery			

## 2 TVET Regulatory and strategic framework:

**Coherence** of the system (to facilitate coordinated and planned actions and reforms), and external coherence with the EU VET policy: **B**

The policy framework supporting TVET and Skills Development entails: the Youth Policy of 2003, the Non Formal Education policy of 2006, the National Training Policy of 2008 and the National Skills Development Council (NSDC) Action Plan of 2008 and, finally, the Education Policy of 2009. The National Skills Development Policy (NSDP) of 2011 (developed with the support of the EU TVET reform project) completes the policy framework. The NSDP is expected to be completed by a Strategy and an Action plan. The Bangladeshi formal TVET system (as it was prior to the implementation by ILO of the current EU project), was described as extremely rigid regarding admission requirements, that is called commonly the "grade 8 barrier" characterised by a mismatch between market demand and educational supply; low integration between formal and non-formal sub-systems and the apprenticeship systems of the informal economy. As a result of the ongoing reform, the TVET systems will comprise the NTVQF (National technical and

Vocational Qualifications Framework); the Competency Based Industry Sector Standards and Qualifications and the Bangladesh Skills Quality Assurance System.

### **3 TVET Institutions and actors: TVET STAKEHOLDERS:**

**Clear institutional arrangements** among authorities, agencies, institutions: **C**

**Holistic response** to human resources planning (government agencies and TVET providers): **A**

Prior to Commission reform project implementation, no linkage existed between the (formal or informal) economy and (formal, informal) VET TVET systems; there is also no present institutional arrangement between authorities, agencies, institutions or stakeholders on VET or TVET. Communication among systems, agents and stakeholders, seemed to be absolutely inexistent in a traditional way. In response to this situation, the specific objective of the EU project (currently being implemented) is to build '*a market-orientated and flexible TVET system which responds to the demand for competitive skills of the modern sector as well as to the needs of youth and underprivileged groups*'. The National Skills Development Council (NSDC) was established in September 2008 to develop and implement a national policy for skills development, overseeing key reforms, coordinate activities as well as monitor the implementation of TVET and skills training. There is a clear need for an apex body to oversee TVET and skills training in Bangladesh, as there are over 20 government ministries delivering programmes without any coordinated planning or national strategy for skills development. The Industry Skills Councils that link skills development to the needs and technology of the industrial sectors... The Bangladesh Technical Education Board (BTEB) in charge of quality assurance and regulatory responsibilities (NTVQF supervision, skills data systems, recognition of prior learning).

The social partners are involved in TVET reforms at sector level as well as at apex level through the Bangladesh Employers' Federation (BEF) and the National Coordination Committee for Workers' Education (NCCWE) - the united platform of 14 major national trade union federations.

### **4 Reform priorities:**

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning, public-private partnerships including NGOs: **B**

**Equal opportunities and access for all, including lifelong learning:** **B**

**Provisions for assessment** (M&E) of policy implementation and impact: **B**

The issues addressed by the ongoing Commission-funded TVET reform project *Technical and Vocational Training (TVET) reform Bangladesh* are identified as follows: fragmented and lacking support from a policy and a consistent regulatory framework; highly centralised; organised in a traditional school-based manner with a rigid and outdated approach to curricula and vocational standards, translating into long courses; irrelevant to the labour market (though this is also owed to a general lack of labour market information); lacking any quality assurance mechanism and further affected by an absence of qualified teachers and trainers.

The system is characterised by rigidity and high barriers to entry and has not been effective in serving the underprivileged (the rural poor, child labourers, women, informal workers and the poorly educated). It has not provided regulatory support to informal apprenticeships which act as a mechanism for skills production and transfer to the informal economy (which accounts for more than 70% of the country's economy) in the form of access to flexible training offered by public and private training institutions, formal certification and the recognition of existing skills and informal learning. As a

consequence, mismatches between the knowledge and skills of TVET graduates and the needs of the labour market have increased and large groups of under-privileged youths and adults continue to under-perform or remain underemployed. This is in spite of the fact that they represent the majority of the workforce operating in export-focused industries.

A strong emphasis has been placed by the TVET reform on public-private partnerships and the participation of employers in workplace-based training, the establishment of 9 Industrial Skills Councils and related Centres of Excellence (sector base training centres). Governance and legislative actions are other immediate priorities to be implemented, followed by facilitating the adequate framework that enables the planning of TVET activities, needs identification and inter-ministerial coordination together with the coordination of training centres.

## **5 TVET links:**

**Integration** (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment): **B**

The main policies to which TVET reform is related include the PRSP-linked Bangladesh Vision 2021 and the Sixth Five Year Plan (SFYP, 2011-15). Moreover, human development and employment policies are included in the outcomes of the both the UN Development Framework (UNDAF, 2012-16) and ILO Decent Work Country Programme 2012-15. Other relevant policies are: the 2011 National Policy for the Advancement of Women; the 2013 amendments to the Bangladesh Labour Act of 2006, to align with the international labour standards ratified by Bangladesh; the National Labour Policy 2011, providing social security to all workers and employees; the draft of the Overseas Employment Policy 2013 regulating Labour migration.

## **6 International aid in TVET:**

### **Good practices: A**

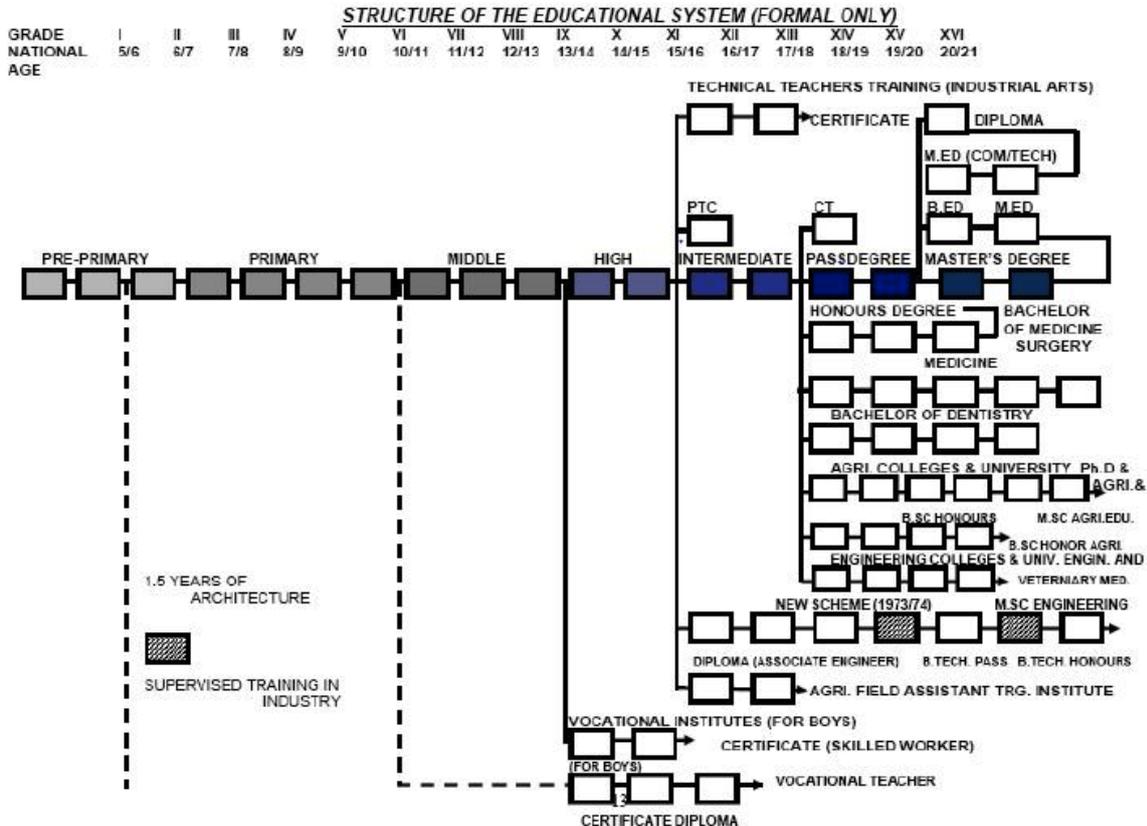
In addition to the Commission-funded project *Technical and Vocational Training (TVET) reform Bangladesh*, two Commission projects are funded under the Investing in People Instrument, that are providing training to a total of 10,000 children employed in the informal economy. The projects are entitled *Underprivileged Children's Education Programme (UCEP)* and *Technical and Vocational Education and Training for Young People in the Informal Economy in Bangladesh*. Other donors active in TVET are the World Bank and the Asian Development Bank (loans) mostly involved in rehabilitation and construction of Vocational Training Centres. The Canadian International Development Agency (CIDA) is funding a new TVET project including the building of Industrial Councils, private sector involvement and quality aspects (National Qualification Framework (NQF), and Quality Assurance system (QA)). Swiss Development Cooperation supports skills development and employment in the informal economy. Norway supports workers' rights and labour relations in export-oriented industries through the ILO. UNICEF's Basic Education for Hard to Reach Urban Working Children (BETRUWC) programme, provides basic education opportunities to out-of-school working children.

## COUNTRY n° 9: PAKISTAN

### 1 Structure of TVET:

**Responsiveness and relevance** (Improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services): **C**

The Constitution of Pakistan assigns the responsibility for education and training to the provinces, leaving policy development and regulatory functions affecting the national interest with institutions at the federal level. Formal TVET comprises two streams, Technical and Vocational, with little articulation between them and with the general education system. Technical education is (mainly) post-matric, more academic and prepares middle-level technicians to work as supervisory staff to bridge the gap between semi-skilled workers and engineers/managers. Vocational training is defined as lower level training after primary school or lower secondary completion for the preparation of semi-skilled workers, delivered through vocational training centres under the auspices of the provincial labour departments; the Trade Testing Boards are responsible for the registration of providers and certification. The two streams are provided and regulated by different provincial sector departments and in both of them, private institutions are also registered and long-term courses between one and four years are offered alongside short courses. Unregistered training institutions and company-based training is mostly offered in urban/industrialised areas. A formal apprenticeship system is complemented by the most important training provider system of traditional apprenticeships, known as *Ustad-Shagird*. Another pathway is through the *Madrasahs* (Islamic schools) which are completely state independent and consider themselves as social institutions catering for disadvantaged population groups, providing free primary and religious education and in rural areas, some vocational training.



## **2 TVET Regulatory and strategic framework:**

**Coherence** of the system (to facilitate coordinated and planned actions and reforms), and external coherence with the EU VET policy: **C**

The Government of Pakistan has acknowledged the urgent need for skills development to accompany the country's development efforts. It anticipates a strong demand for skilled workers, has formulated ambitious training targets and calls for a substantial renewal of Pakistan's TVET system. The Pakistan Poverty Reduction Strategy Paper II refers - in its Pillar VI - to human development for the 21<sup>st</sup> century and there to technical education. It has developed a Medium-Term Development Framework (2008-2013). The National Skills Strategy 2008 - 2012 on social inclusion and economic growth is linked to sector policies: the National Education Policy, the Employment Policy of 2008, the Small and Medium Enterprise (SME) Policy and the Youth Policy. The Prime Minister's "Hunarmand Programme" focuses on marginalised segments of society. There are considerable overlaps in policy statements in all policy papers concerning the development of human resources. However, when defining policy action on filling the implementation gap, the Ministry of Education claims the lead in developing a sector-wide view and creating coherence with other sector policies.

## **3 TVET Institutions and actors: TVET STAKEHOLDERS:**

**Clear institutional arrangements** among authorities, agencies, institutions: **C**

**Holistic response** to human resources planning (government agencies and TVET providers): **D**

**At central level:** The National Vocational and Technical Training Commission (NAVTTTC), under the Prime Minister's Office, is the Apex body for regulation and policy development. The Ministry of Education (MoE) is responsible for Technical and Vocational Education and for the implementation of the National Education Policy, which also includes the mandate to develop a NQF. The National Institute of Science and Technical Education (NISTE), under the Ministry of Education is the apex body of technical education, staff training (pre-employment and upgrading), curriculum development and research. The Ministry of Human Resource Development (MoHRD) is responsible for labour and employment. The tripartite National Training Board and its National Training Bureau (NTB), under the MoHRD, are responsible for technical training, examination and certification and the registration of training providers. The Ministry supervises the National Staff Training Institute (NSTI). The Ministry of Industries, Production and Special Initiatives, through the Technology Upgrading and Skills Development Company (TUSDEC), implements projects in the fields of technology and skills development. It also promotes small and medium enterprises through the Small and Medium Enterprise Development Authority (SMEDA). Many ministries and federal agencies are involved in providing sector-relevant TVET. At provincial level: The Technical Education and Vocational Training Authorities (TEVTAs), under the provincial governments, are the overarching authority for TVET promotion, regulation and provision. The Provincial Directorates of Technical Education/Department of Education run VTI, Polytechnics, Mono-technics, technical schools. The Boards of Technical Education (BTE), authorities regulate technical education in the provinces. The Provincial Directorates of Manpower and Training/Labour Departments run the public VTCs and apprenticeship training. The Trade Testing Boards (TTBs) regulate vocational training in the provinces. The tripartite Skills Development Councils (SDC) operate under the National Training Board.

The Employers' Federation of Pakistan (EFP) and the Pakistan Workers' Federation (PWF) and the public and private TVET providers are the other main stakeholders.

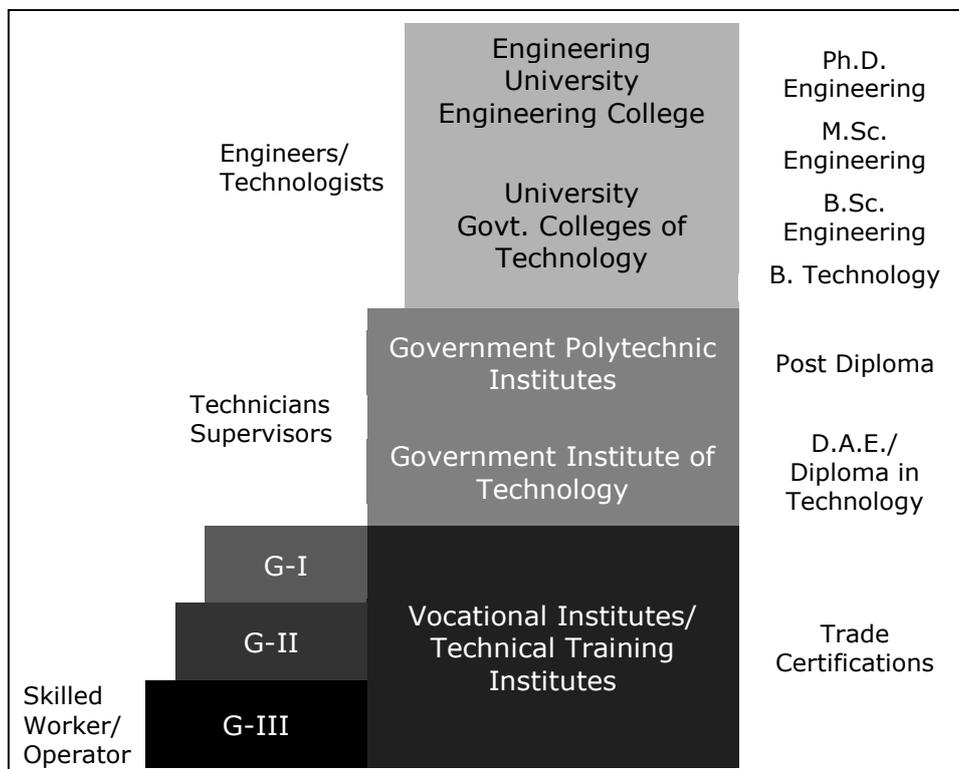
#### 4 Reform priorities:

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning, public-private partnerships including NGOs: **B**

**Equal opportunities and access for all, including lifelong learning:** **B**

**Provisions for assessment** (M&E) of policy implementation and impact: **B**

The Government of Pakistan has embarked upon an ambitious reform agenda under the auspices of the 2009-2013 National Skills Strategy (NSS), with long term objectives till 2030. The implementation of the NSS is a joint effort of public and private actors and stakeholders at national, provincial/regional and local levels. The National Vocational and Technical Training Commission (NAVTTTC) at the federal, and Technical and Vocational Training Authorities (TEVTAs) at the provincial levels coordinate it. The priorities are related to the institutional structure and governance of the TVET sector, access, equity and relevance of TVET, quality and TVET financing mechanisms and frameworks. The reform heavily invests in the role of the NAVTTTC and TEVTAs for governance and quality assurance (NQF for TVET) in economic sectors, which are a priority for employment and growth. It also invests in quality as standardisation (NSS, competency-based training curricula courses and programmes) assessment and certification, as well as the quality of delivery (HRD development of private and public TVET institutions, private partnership) and relevance through labour market services. Access for vulnerable and marginalised groups, with a strong emphasis on women's participation and recognition of learning acquired in informal apprenticeships and on-the-job training are also included in the list of reform priorities.



Scheme extracted from National Vocational and Technical Training Commission (NAVTTTC) Pakistan (2012)

## **5 TVET links:**

**Integration** (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment): **B**

There are considerable overlaps in the statements of policy papers concerning HRD. The main and TVET relevant frameworks are: the Vision 2030, the 10<sup>th</sup> 5-Year Plan: Investing in People (2010-2015), the Poverty Reduction Strategy Paper (PRSP II the Pakistan: Framework for Economic Growth (2011); the Medium Term Development Framework (2005 – 2010); Pakistan: Framework for Economic Growth (PFEG) 2011; the 2010 National Labour Policy; the draft National Employment Policy; the Labour Protection and Inspection Policies; the National Skills Strategy; the National Youth and Education Policies and the National Policies and Plans of Action to Eliminate Child Labour and Abolish Bonded Labour. Although the potential for increasing coherence between policies and especially seeking joint approaches for implementation in order to work coherently towards employability, employment and economic growth is recognised, full coordination remains far from being fully exploited.

## **6 International aid in TVET:**

**Good practices: A**

A substantial range of donors and specialised technical assistance agencies are involved in assisting TVET development in Pakistan including the ILO, the EC, UNESCO, ADB, DfID, JICA, China and the British Council. USAID includes a skills component in its support to the development of value chains. UNHCR has developed skills and livelihoods training through emergency aid programmes. The European Commission is aiming to improve the quality and outreach of skills training provision predominantly in the rural areas of Pakistan and expects to achieve the following results: (1) Creating the capacities for a labour market indicator analysis at federal and provincial levels; (2) strengthening the planning, coordinating and implementing capacities of the provincial training authorities and other stakeholders at provincial levels; (3) developing capacity for TVET suppliers to provide qualitative, innovative and relevant programmes for a targeted public predominantly in rural areas. The ILO has been providing support to the Ministry of Labour in labour market information analysis and will continue to do so under the EC programme. They have also offered support to NAVTTC to develop CBT and standards. DfID has offered support to the capacity development at NAVTTC in order to create the organisational preconditions necessary for this new steering structure to deliver its mandate. JICA is supporting several institutions by helping them to improve their infrastructure and to upgrade their teaching staff. The British Council is upgrading teachers/instructors in Pakistan in cooperation with NAVTTC and a number of British universities. UNESCO is providing support to NAVTEC and to provincial TEVTAs. It is also supporting the rehabilitation of TVET providers in earthquake-affected regions. Other donors considering further cooperation in the TVET area include the World Bank and the Government of Australia (NAVTTC/NQF).

## COUNTRY nº 10: PERU

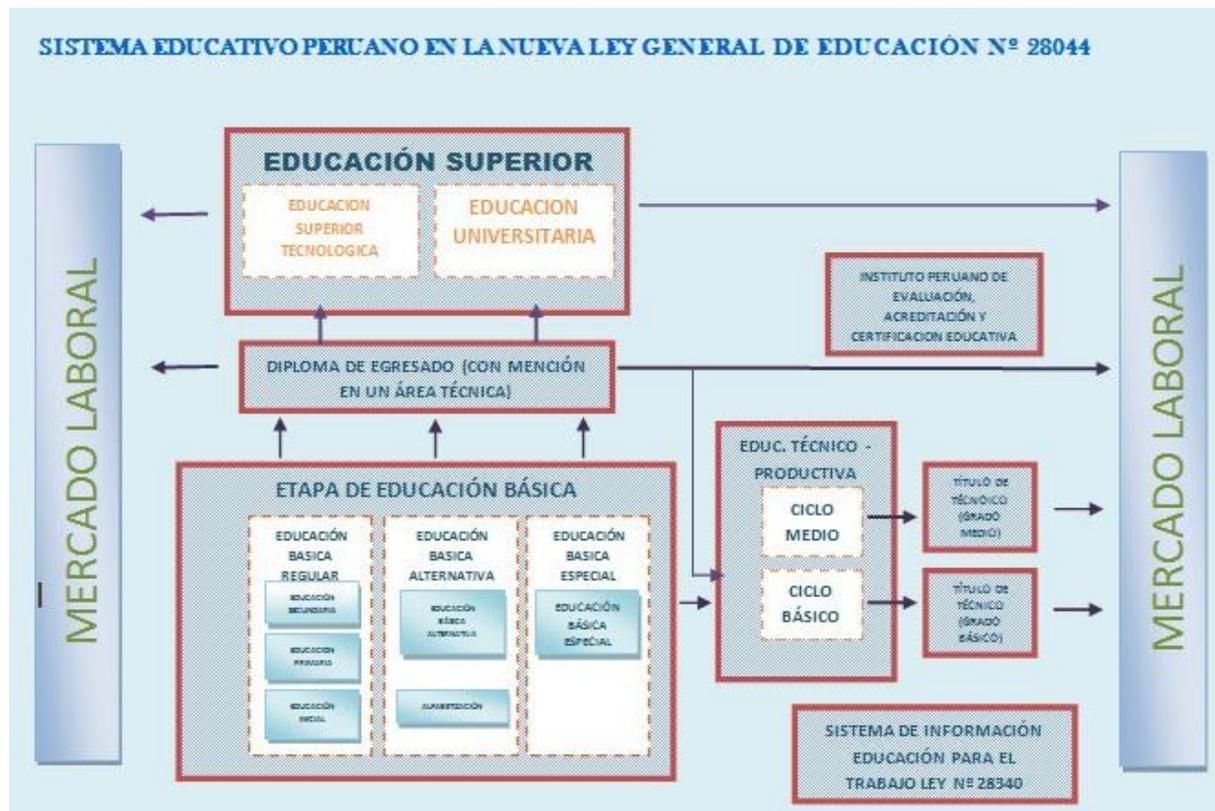
### 1 Structure of TVET:

**Responsiveness and relevance** (Improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services): **B**

The Peruvian government adopted Law No. 28044 on General Education in 2003, where two different levels of occupational qualifications are defined in articles 12 and 15: 'primary education' and 'higher education'. In articles 40 to 45 the strategy of the 'technical-productive education' is set forth more concretely. This strategy aims at imparting working and management skills and is tailored to the needs of people who seek to enter or re-enter the labour market and of graduates of the primary education.

The objectives of the Productive Technical Education are to: a) Develop job skills and entrepreneurial skills for waged or independent work. b) To motivate and prepare students to apply learning in a specific field of production or services with a business vision. c) Upgrade the skills of active workers or unemployed, according to labour market requirements. d) To complement the development of education for work that offers Basic Education.

The Productive Technical Education is organized in cycles determined by the characteristics and complexities of technical and professional profiles and specific academic requirements. The modules are organized into cycles as productive skills for employment value and are, duly certified. The basic cycle of the Productive Technical Education provides students with the skills needed to perform less complex jobs that will allow them to you to enter the workforce. This cycle is accessed without required prior formal educational level. The Productive Technical Education is a form of education geared to the acquisition of job skills and business from a perspective of sustainable development and competitiveness. It contributes to a better performance of the persons working to improve their employability and personal development. It is intended for people looking for an integration or reintegration into the labour market and Basic



The National Catalogue of Qualifications and Certifications - CNTC was prepared by the Ministry of Education in collaboration with the Spanish Agency for International Cooperation (AECID) and was concluded in its experimental version which is what is posted on the website of the MED, [destp.minedu.gob.pe](http://destp.minedu.gob.pe), in 1998 and, according to Vice-Ministerial Resolution No. 0085-2003-ED, is the reference for the design and development of the curriculum of Higher Technological Education and Technical production Education. Given the time and the changes in the world of work, progress of science and technology in recent years and the current demands of work, they are upgrading the the existing national occupational skills standards and developing new ones..

The Directorate General of Higher Education and Professional-Technical Education, Ministry of Education, updated the National Catalogue of Titles and Certifications, to achieve the articulation of educational technology in higher education and technical production, with labour demand and the productive sector. All have been incorporated within the National Catalogue of Titles and Certifications through Board Resolution No. 1938-2011-ED, dated August 18, 2011.

The Ministry of Education sets the requirements, content and duration of each cycle. Successful completion of a course entitles you to an appropriate technical degree with a major in the respective specialty. With validations and corrections of the case, students can continue to complete their training in Basic Education levels and consequently be able to access higher education.

Private training providers and programmes, both formal and informal are present. At the secondary education level these include secondary schools of the technical-CSVT type. At the post-secondary level, there are national sectoral training services for industry (SENATI), construction (SENCICO), telecommunications (INICTEL) and tourism (CENFOTUR), as well as ISTs (Higher Technological Institutes) or ISPs (Higher Pedagogic Institutes). Outside the academic order, there are Vocational Education Centres (CEOs), which recently implemented the transition to the new model of Technical- Production-Education Centres (CETPROs).

## **2 TVET Regulatory and strategic framework:**

**Coherence** of the system (to facilitate coordinated and planned actions and reforms), and external coherence whit the EU VET policy: **B**

Peru is experiencing important changes in the field of technology and information to support the move towards trade liberalisation and globalisation. To generate more jobs, the country seeks to diversify its productive sectors and to develop a more stable economy. The positive effects of economic growth are visible at workplace. However, the growth has not been enough sustained to tackle social problems and to reach the condition of employment for all.

## **3 TVET Institutions and actors: TVET STAKEHOLDERS:**

**Clear institutional arrangements** among authorities, agencies, and institutions: **C**

**Holistic response** to human resources planning (government agencies and TVET providers): **D**

The Directorate of Higher Education Technology and Technical Production (DestP) under the Directorate General of Higher Education and Professional Technical Education, Ministry of Education, SENATI, CENFOTUR.

A number of individual initiatives, with few links between them, and innovative experiences have piloted diverse training models. However, these initiatives have not yet merged into a coordinated general vocational training policy. In this context, the Ministry of Education and the Ministry of Labour, with support from SDC-CAPLAB, promoted the development of a long-term training strategy.. This was set out in a document entitled *Guidelines for Vocational Training Policies in Peru*” and has been ratified by both Ministries. The CAPLAB project was essentially a feasibility study for the design and development of a new vocational training system. The resulting outcomes include a national offer accreditation system, the implementation of vocational training with curricular-based occupational skills standards and a progressive and flexible modular approach. It also includes the creation of a regulatory and institutional framework to sustain and develop policies in this field. It also includes programmes geared to the disadvantaged population, social and employment monitoring units in the regions and education and employment policies in line with the system. These guidelines provided a good basis for the development of a set of long-term policies.. An overall national policy for vocational training is not finalised yet, however , the SENATI and the PROJoven programmes are considered as good practices of relevance of the training offer to the needs of the labour market.

#### **4 Reform priorities:**

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning, public-private partnerships including NGOs: **C**

**Equal opportunities and access for all, including lifelong learning:** **B**

**Provisions for assessment** (M&E) of policy implementation and impact: **B**

Throughout the 1990s, the Ministry of Education (MED) underwent a series of radical changes in its organisational structure and in the focus of its policies. In 1993, in a report entitled *General Diagnosis of Education*, the three priority issues were identified in the low quality, low equity and inefficiency. The Ministry’s main concern was the quality of education. In this period, there was also a break with tradition in that constructivism theories and skills-based approach were introduced. This shift in focus applied not only to basic education but to technical education and vocational training as well. At the TVET level, programmes promoted by international cooperation agencies such as AECID and SDC-CAPLAB played a very important role in promoting and disseminating the new approach. A milestone in the reform of technical training was a programme entitled *Design of the Technical Education and Vocational Training System*, which was funded by the AECID. This programme started in 1993 with three core development components: the definition of a technical education and vocational training model, the development of a National Catalogue of Jobs and Certifications and a strategy to plan the educational offer based on socioeconomic and education information. The aim of the proposed model was to modernise technical education by reorganising the system and re-defining vocational profiles and educational content. In addition, the new model was designed to avoid excessive specialisation, to provide more versatile teaching and to adopt a flexible, modular structure which made it possible to combine training in education centres with training in the workplace, coupled with the ongoing and permanent upgrading of skills. Under this model, technical vocational training had two curricular components: basic training and specific vocational training. The latter was organised into a modular structure including aptitudes and behaviours in addition to technical skills and knowledge for a given trade. However, this reform attempt moved from the design phase to implementation with a low pace.

## **5 TVET links:**

**Integration** (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment): **B**

There are differences in the ways that institutions envision how the skills-based approach should be applied. According to the Ministry of Labour and Employment Promotion, the application of this approach involves a skills standardisation and certification system at the level of productive sectors. These are expected to guide training offer towards the actual demand... The Ministry of Education supports global rather than sectorial reforms and proposes a modular training offer... Thus, the Ministry of Labour's vision is that diverse social actors should be involved in the area of training and that enterprises should play a greater role. The education sector view is that training should remain exclusively in the domain of the Ministry of Education except for the necessary coordination with the productive sector.

## **6 International aid in TVET:**

**Good practices: A**

Regional cooperation has played a role in the design and implementation of skills development initiatives although its actual contribution amounted to only a fraction of the concerned Ministries' budgets. However, in many cases, international cooperation funds (including loans from multilateral institutions) are the main source of finance for new initiatives or policies that are in their pilot phases or not yet fully implemented. Since the 1990s, many international cooperation organisations have worked in the training field; among these, the SDC, AECID and the European Union have been particularly prominent. The SDC has played an important role through its CAPLAB programme, which has supported the modernisation of CEOs, which has benefited users who are mostly young people from poor homes. A lack of coordination among international development partners is also recognised as a factor negatively impacting on aid effectiveness. On the other hand, international cooperation organisations complain about Peru's limited capacity to take advantage of the resources available, as situations are unclear and policies lack continuity.

## COUNTRY n° 11: NICARAGUA

### 1 Structure of TVET:

**Responsiveness and relevance** (Improved matching of skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services): **C**

The most recent continuous household survey conducted by INIDE<sup>1</sup> reveals that approximately 49.1% of the economically active population is underemployed and approximately 65% of the unemployed are under 30 years of age. At the national level, out of a working population of 3 999 800, 2 807 100 (74.9%) are employed and the open unemployment rate is 6.3%.<sup>2</sup> Despite economic growth recorded in the last decade and moderate improvements in employment<sup>3</sup>, there have not been significant increases in productivity nor in income. The supply of quality jobs in the country is low and is connected to the over-exploitation of natural resources, low rates of productive investment and low levels of technological development, as well as a low level of education and insufficient diversification of the employed population's skill.

The Nicaraguan education system has five integrated sub-systems (General Education Act 582/2006). The 5 subsystems are:

- Sub-system of Primary and secondary education and teacher training, under the responsibility of the Ministry of Education for its regulation and management;
- Technical and Vocational Education, carried out by the National Technological Institute (INATEC);
- Sub-system of Higher Education, under the responsibility of the Universities National Council (CNU);
- Regional Autonomous Education in the Caribbean Coast (SEAR in Spanish), under the responsibility of the Secretariats of Education of the Autonomous Governments of the Caribbean Coast;
- Non formal Education.

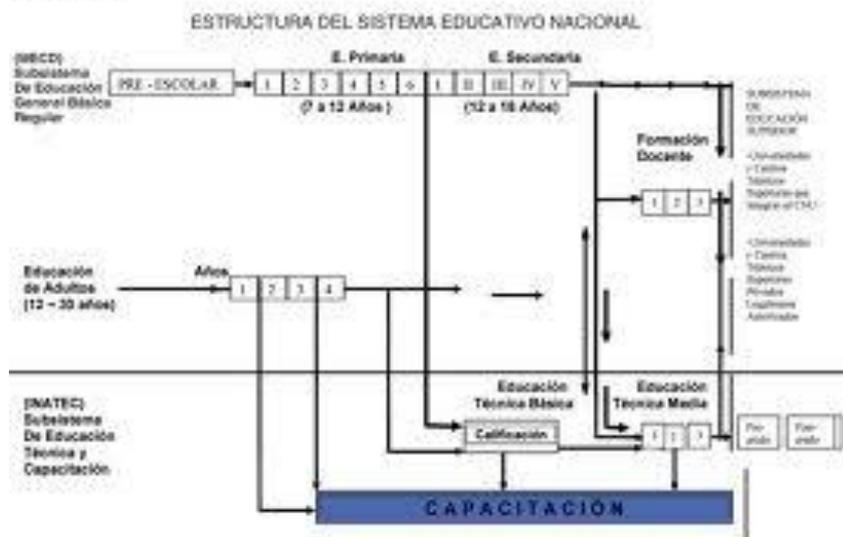
The Technical Education and Vocational Training sub-system is organised into levels of training: Basic Technician ("*Técnico básico*"), Medium Technician ("*Técnico Medio*") and technical graduate education ("*bachiller técnico*"); and training modalities: Learning, Specialisation, etc. INATEC has functions and responsibilities to the implementation and operational units including fixed and mobile centres, schools, and technological and technical institutes of education in the areas of agriculture, industry, forestry, administration and economics. For programmes focused on the young, INATEC possesses 43 state centres and 6 subsidised ones.

<sup>1</sup> INIDE. Indicadores Básicos del Mercado Laboral. Comparación 2009 – 2010. Mayo 2011.

<sup>2</sup> 2011 Central Bank data.

<sup>3</sup> The World Bank. *Opening the Door to Good Quality Jobs: The Role of Human Capital Investment and Social Protection Policies*. January 2012.

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Universities provide higher education is provided, higher technical centres (polytechnic and technological institutions) and investigation and training centres (research centres). There are both state and private universities.

## 2 TVET Regulatory and strategic framework:

**Coherence** of the system (to facilitate coordinated and planned actions and reforms), and external coherence with the EU VET policy: **C**

Education is a priority of the Government of Nicaragua's social agenda and it is included in the development and poverty reduction national policy of the National Human Development Plan (PNDH in Spanish). The PEE is coherent with the PNDH. One of the key policy lines under the PNDH is the promotion of technical education and training. Within the PEE context, social and employment-oriented education constitutes one key cross-cutting topic and it has been included in 5 of 7 strategic lines<sup>4</sup>. This aims to ensure a relevant education adapted to the labour market needs, in particular the education for employability ("*habilitación laboral*")<sup>5</sup> and technical graduate education ("*bachiller técnico*") which are part of the current proposals offered by the primary and secondary education subsystem. Secondary education suffers from inadequate and unequal access, poor quality and low efficiency<sup>6</sup> and is being traditionally oriented to humanist education and channel young people almost exclusively towards university education.

The main challenges of technical and vocational education ("*Educación técnica y formación profesional*") in the country are: the mismatch of objectives, plans and educational skills; the lack of bridges with other education levels which are major cause of school dropout, and social and economic marginalization of young and adolescents in Nicaragua. A National Strategy of Technical Education in the frame of the PNDH was drafted in November 2010. The main lines of this strategy are: i) vocational education to ensure employment, reemployment or work update; ii) quality of technical and vocational education improvement through teachers training, curriculum reform and infrastructure upgrading; and iii) synergies with private sector and small and medium enterprises (PYMES).

<sup>4</sup> Concrete elements and strategic actions of the technical and vocational education policy included in the PEE are mainly related to 6th and 9th degree completion, post- alphabetisation programs for young and adults and curriculum improvement. See PEE in background information strategic lines 1.1.7; 1.2.4.;3.1.4; 3.1.5;31.6.;4.2.6; and pgs 74-87 of objectives and strategic actions.

<sup>5</sup> MINED is responsible for 24 schools (primary and secondary levels) which have 78 vocational workshops.

<sup>6</sup> Overall net enrolment rate in secondary education is 45%, repetition rate is 8.2 % and dropout rate is 14%. These rates are much higher in rural areas. Source: PEE, MINED 2011.

### **3 TVET Institutions and actors: TVET STAKEHOLDERS:**

**Clear institutional arrangements** among authorities, agencies, institutions: **C**

**Holistic response** to human resources planning (government agencies and TVET providers): **D**

The National Technological Institute, under the responsibility of the Ministry of Labour, is the institution responsible for TVET management and orientation. INATEC combines the functions of training in services, with the TVET provider at intermediate level that was a responsibility of the Ministry of Education. INATEC finances TVET programmes by the employers (2 % of the monthly schedule paid), national funds and international resources. INATEC is subordinated to a Board of Directors which integrates representatives of the private sector, workers and government institutions. This Board is co-ordinated by the Ministry of Labour (MITRAB). Ley organica del INATEC. Decreto presidencial N<sup>o</sup>. 3-91, La Gaceta N<sup>o</sup> 192, 14-10-1994.

Training for employability is carried out by MINED and INATEC as well as by other actors (foundations, small enterprises, the church, and others) with little coordination to facilitate synergies. To expand the offer and to attract young people to school are main challenges of education strategy and policy, mainly those in vulnerable conditions. The diversity of institutions involved resulted in a fragmented TVET offer that does not allow for adequate horizontal and vertical mobility. Currently, and in spite of existing efforts, coordination among the entities responsible for TVET at the national level is weak and limited to aspects of curricular approval and certification. At decentralised level, there is little coordination between the MINED offices and schools and the INATEC<sup>7</sup> centres, resulting in the under-utilisation of (scarce) existing resources in the departments and regions. In addition, more than 400 Private Centres authorised by INATEC offer courses for national qualifications, on appropriate modalities of training.

Areas of ambiguity persist in the TVET regulation in particular, as far as mechanisms for internal coordination, testing and certification are concerned. The TVET legal and institutional framework has not defined the issue of governance and administration of technical education<sup>8</sup>, the communication and mobility among the levels of the education and training sub-systems, and the adopted training models. The recent creation of the National Council for Technical Education (CNET in Spanish) in March 2012 is a positive step towards the solution of the TVET enduring institutional challenges. Its objective is to make policies that facilitate the training of a skilled labour force that help to develop the country in its diverse economic, cultural and social areas - linked to the country's PNDH. The CNET entails a broad representation and is expected to be a key authority instance for consultation and decision-making, with the support of the new EC, "Programme to education sector in Nicaragua: technical and vocational education" (TecNica), which will include a component on governance and institutional strengthening.

### **4 Reform priorities:**

**Shared responsibility** of government, employers and individual workers, with social and other partners, to increase quality, promote sector-based approach workplace learning, public-private partnerships including NGOs: **C**

**Equal opportunities and access for all, including lifelong learning:** **C**

**Provisions for assessment** (M&E) of policy implementation and impact: **B**

<sup>7</sup> INATEC: National Technological Institute (Instituto Nacional Tecnológico in Spanish) <http://www.inatec.edu.ni/>

<sup>8</sup> Ministerio de Educación. Plan Estratégico de Educación. Pg 20.

The national education system, governed by the General Education Law 582 of 2006 has yet to create an adequate connection with the labour market to ensure that people acquire the required skills and competencies that would ensure their employability and contribute to economic and social development. The Education Strategy defined as a part of the NHDP, focuses on a new model for community-oriented education and the participation of local stakeholders in educational management. Along these lines, the Ministry of Education (MINED led a strategic planning process for the basic and intermediate education sector through the 2011-2015 Strategic Education Plan (PEE in Spanish). The objective of this strategy is to 'build a comprehensive education system to facilitate the passage through the different educational levels throughout life, from early education to higher education and on-going vocational training'. For TVET in particular, the MINED developed the strategy, annexed to the PEE, entitled 'Visibilizando la consistencia con la Educación Técnica y la Formación Profesional'. This Annex follows the same priorities and objectives established in the PEE: (1) Coverage and Equity, (2) Quality, and (3) Institutional Strengthening. The strategic orientation included in the Annex to the PEE and in the main Government's policy, are consistent with the considerations of the EC on poverty reduction and the MDGs objectives as reflected in the Agenda for Change<sup>9</sup>, which emphasises that 'it is critical for societies to offer a future to young people' hence, 'the EU should enhance its support for quality education to give young people the knowledge and skills to be active members of an evolving society...and support vocational training for employability'.

## 5 TVET links:

**Integration** (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment): **B**

The 2009-2011 National Human Development Plan (NHDP)<sup>10</sup>, encompasses the country's development policy of achieving sustained economic growth and increasing employment, while reducing inequality and poverty. The NHDP establishes a clear connection between better and improved skills for employment and the economic and social development of the country, by means of increased productivity. Along these lines, the NHDP proposes the creation of jobs as its major objective and places a priority on Technical Education and Vocational Education and Training: 'to establish a relevant, practical and dynamic curriculum appropriate for the real demands and productive characteristics of the different sectors'. The strategic guidelines of the new 2012-2016<sup>11</sup> NHDP currently under preparation identify: 'economic growth and macroeconomic stability with an increase in jobs and a reduction in poverty and inequality', 'strengthening the great alliance between the workers, producers and the government' and 'science, technology, innovation and initiatives for the transformation of Nicaragua' as its main challenges among others.

## 6 International aid in TVET:

**Good practices: A**

The Support Programme to the Education Sector in Nicaragua (PROSEN) focuses its support on secondary education and will be implemented through a joint-programme that also includes financing from the World Bank. Two other EC interventions have been instrumental in programme formulation: a) a Technical Assistance from OEI (Latin American states organization) MINED through which the New Curriculum for Youth and Adult Education has been formulated, and which will be validated under this programme (Result 3); and b) a non-state actor grant for *Linkages of the National Technical Education and Vocational Training System to the Training Needs of the Informal Economy*

<sup>9</sup> [Increasing the impact of EU Development Policy: an Agenda for Change COM\(2011\) 637](#).

<sup>10</sup> Plan Nacional de Desarrollo Humano Actualizado 2009-2011.

<sup>11</sup> Presentation of the Secretariat of the Presidency of the Republic: *Plan Nacional de Desarrollo Humano «A Seguir Transformando Nicaragua» 2012-2016*. Draft for Discussion. 25 May 2012.

in Nicaragua, implemented by Terre des Hommes. This grant has contributed to the definition of pertinent professional profiles, qualifications and an associated training offer for workers in the informal sector. The Lux-Dev (NIC23) programme focuses on 'strengthening national capacities to foster a Model for the National Qualifications and Vocational Training System', based on the successful experience of the National Hotelier School (NIC18), which has constructed a competency-based training offer, with extensions in mobile classrooms across different provinces. In addition, programme implementation will build on AECID's 20-year experience and involvement in the education sector, and particularly on TVET, via the implementation of the 'Workshop Classrooms' Model with INATEC, the Occupational Training and Labour Insertion Programme (FOIL) and a Diagnosis on Training Needs and Labour Trends with the Ministry of Labour.

Since 2003, the coordination scheme with donors established by the Government of Nicaragua for the education sector proved effective. The current level of coordination and policy dialogue in the sector presents an excellent opportunity for the implementation of the 2011-2015 Strategic Education Plan (PEE) following the support granted to all the active donors in the Forum for Dialogue in Education. The establishment of a Working Group on Vocational and Education Training, as a sub-group within the Forum for Dialogue in Education, represents a key development with regards to government-donor coordination. This has served as a forum for consultation on the development of the Annex to the PEE; its key members have participated in the workshop for the formulation of this programme. This group includes the active participation of the European Union, AECID, UNICEF, LuxDev, UNDP, OIAS, SDC, World Bank, USAID and JICA. As a body, it will accompany programmes supporting the implementation of the Annex to the 2011-2015 Strategic Education Plan (PEE in Spanish). The new Support Programme for Technical Education and Vocational Education and Training in Nicaragua (Tec-Nica), funded by European Commission reflects the provisions of the Government of Nicaragua's strategic document for Technical Education and Vocational and Education Training entitled: *Visibilizando la consistencia con la Educación Técnica y la Formación Profesional*. Hence, its main objective will be to support the implementation of the National Strategy for TVET and to ensure that the population obtains the required professional qualifications to improve its employability in a context of lifelong learning. It will also contribute to the attainment of the National Human Development Plan's broader objectives. The specific objectives of the programme will be to support the design of a new TVET model that integrates a quality educational offer by MINED and INATEC. It will also be appropriate and relevant to the current and future qualifications demanded by Nicaraguan families, the economy's productive sectors and the labour market.

### 3. Snapshot of TVET reform enabling factors and their operationalisation

COUNTRY	<b>1. Structure of TVET</b> <i>Criteria:</i> <i>Responsiveness and relevance</i>	<b>2. TVET regulatory and strategic framework</b> <i>Criteria:</i> <i>Coherence with the system</i>	<b>3. TVET stakeholders</b> <i>Criteria:</i> <i>Clear institutional arrangements Holistic response to HR planning</i>	<b>4. Reform priorities</b> <i>Criteria:</i> <i>Shared responsibility Equal opportunities and access for all and lifelong learning; Assessment</i>	<b>5. TVET links to HR and broader social and economic policies</b> <i>Criteria:</i> <i>Integration</i>	<b>6. International Aid in TVET</b> <i>Criteria:</i> <i>Existing good practices</i>
<b>1. EGYPT</b>	Formal: Ministry of Education (MOE) and Ministry of Higher Education (MOHE); Non-formal: ministries, employers and enterprises; Informal: traditional apprenticeship	National Strategic Plan for Pre-University Education, Labour Law of 2003, National Action Plan for Youth Employment	MOE, MOHE, Ministry of Manpower and Migration (MOMM), Ministry of Industry and Trade (MOIT), 13 other Ministries, FEI, Chambers, Confederation of Investors' Associations and informal business associations, NSCHRD, NAQAAE, Sectorial Training Councils, SFD, Line Ministries	Governance, coordination, quality, efficiency, relevance to demand	National Programme for Employment, National Authorizing Office, National Action Plans for Youth Employment and Child labour (, NAP YE/CL), Active Labour Markets Policies (ALMPS), Passive Labour Market Policies (LMPs)	USAID, EU, World Bank, GIZ, AFD, Italian Cooperation, CIDA, AusAID, British Council, UNIDO, UNICEF, WFP, ILO, JICA, KAICA, AFD, ISD
<b>2. GEORGIA</b>	Formal and non-formal  Quality: <i>Responsive to demand</i>	The operationalisation of National Vet Council (NVETC) is intended to establish coherence with the system and aims mainly to ensure	Ministry of Education and Science (MES), Ministry of Economic Development (MoED), National Centre of Education Accreditation (NCEA)	Governance (Educative); coordination (Educative); system quality, efficiency, demand-driven responsiveness	Cooperative links between TVET and higher education are consolidated although very heterogeneous	Numerous donors (USAID, UNDP, ETF, IOM, bilateral co-operation of Poland, Czech Republic and Estonia, EU, GIZ British Council)



<b>COUNTRY</b>	<b>1. Structure of TVET</b> <i>Criteria:</i> <i>Responsiveness and relevance</i>	<b>2. TVET regulatory and strategic framework</b> <i>Criteria:</i> <i>Coherence with the system</i>	<b>3. TVET stakeholders</b> <i>Criteria:</i> <i>Clear institutional arrangements Holistic response to HR planning</i>	<b>4. Reform priorities</b> <i>Criteria:</i> <i>Shared responsibility Equal opportunities and access for all and lifelong learning; Assessment</i>	<b>5. TVET links to HR and broader social and economic policies</b> <i>Criteria:</i> <i>Integration</i>	<b>6. International Aid in TVET</b> <i>Criteria:</i> <i>Existing good practices</i>
		coordinated activities between governmental institutions, employers, trade unions and the non-governmental sector, as well as VET centres				support TVET system development
<b>3. MOROCCO</b>	Restructured in 2004. Pre-school, two cycles of compulsory education and secondary General and Technical education, Higher education and Scientific Research under the Ministry of National Education, Higher education, Cadre	National Charter for Education and Training 1999. Vocational Training Action Plan 2008-12; National Pact for Industrial Emergency 2009; Emergency Plan of the Ministry of National Education and Higher Education and the contingency plan entitled <i>NAJAH</i> (success) 2009-12; Emergency Plan for	Ministry of Employment and Vocational Training, the Ministry of Education and Higher Education, the Higher Council of Education and the Moroccan Federation of Vocational Training; OFPPT; ANAPEC Confederation of Moroccan Employers (CGEM), the Moroccan Labour Union (UMT), support groups to Inter-professional Councils (GIAC) and the Economic and Social Council.	System regulation, governance; NQF adoption; Law on continuous training; the National SME support strategy; national employment strategy; signature of the EU-Morocco agreement on labour mobility	2000 national strategy for economic and social development. 2008, National Pact for Industrial Emergency, 2009 Blue Plan for the tourism sector. Green agriculture sector. National Initiative for Human Development (NIHD)	EU (quality of basic education literacy VT). WB (vulnerable employment groups, sustainable development; private sector training contracts support to inter-professional councils, education reform). ADB (basic education and VT). CIDA (basic education

COUNTRY	<b>1. Structure of TVET</b> <u>Criteria:</u> <i>Responsiveness and relevance</i>	<b>2. TVET regulatory and strategic framework</b> <u>Criteria:</u> <i>Coherence with the system</i>	<b>3. TVET stakeholders</b> <u>Criteria:</u> <i>Clear institutional arrangements Holistic response to HR planning</i>	<b>4. Reform priorities</b> <u>Criteria:</u> <i>Shared responsibility Equal opportunities and access for all and lifelong learning; Assessment</i>	<b>5. TVET links to HR and broader social and economic policies</b> <u>Criteria:</u> <i>Integration</i>	<b>6. International Aid in TVET</b> <u>Criteria:</u> <i>Existing good practices</i>
	Training and Scientific Research. Vocational Training is under the Ministry of Employment and Vocational Training	employment and vocational training 2008-12; Constitution (July 2011) 2020 Global Strategy for Vocational Training to be finalised				and VT-CBA). GIZ (alternance learning and training). AFD and AFPA (validation of prior experience). UNIDO (SME start-up). ILO (employment policy)
<b>4. BENIN</b>	a) Formal VET b) Non-formal education includes literacy, adult education and (most frequently) apprenticeships	Ten-Year Development Plan for the Education Sector (PDDSE), 2006-2015	Ministry of Secondary, Technical and Vocational Training, Retraining and Youth Integration (MESFTP IRfJ), Directorate of Technical Education (DET), Directorate of Training and Professional Qualification (DFQP), Ministry of Culture of Literacy, Handicrafts and Tourism (MCAAT)	Policy Letter for the Education Sector: modernising and developing the provision of education, strengthening and improving the quality of training, and establishing a specific range of short training modules for socially vulnerable groups active in	Only tends to certify the traditional apprenticeship of the informal economy. No further links	Millennium Challenge Account (MCA)-USAID, Project for Competitiveness and Integrated Growth (CIGOP)-World Bank, Denmark (SMEs), Belgium, Dutch cooperation (through SNV and CBI), German cooperation through GTZ,

COUNTRY	<b>1. Structure of TVET</b> <u>Criteria:</u> <i>Responsiveness and relevance</i>	<b>2. TVET regulatory and strategic framework</b> <u>Criteria:</u> <i>Coherence with the system</i>	<b>3. TVET stakeholders</b> <u>Criteria:</u> <i>Clear institutional arrangements Holistic response to HR planning</i>	<b>4. Reform priorities</b> <u>Criteria:</u> <i>Shared responsibility Equal opportunities and access for all and lifelong learning; Assessment the field</i>	<b>5. TVET links to HR and broader social and economic policies</b> <u>Criteria:</u> <i>Integration</i>	<b>6. International Aid in TVET</b> <u>Criteria:</u> <i>Existing good practices</i>
						KfW and DED. Swiss cooperation: programme for artisans (ASAA)
<b>5. BOTSWANA</b>	TVET structure extremely rigid (reforms should focus on flexibility, decentralisation and on ensuring that TVET is learner-centred)	Regulatory Development of the Botswana Medium-Term Education and Training Strategic Sector Plan (ETSSP)	The Ministry of Education and Skills Development: Department of Technical Education and Training, Botswana Training Authority	Increase the level of capacity (in terms of coverage, skills, technical resources and curricula) of the TVET system, improve access to vocational education and training programmes in general (TVET or VET) and ensure these are learner-centred	TVET links to HR, broader social and economic policies	EuropeAid, UNESCO, WB, ADB-IDA, Bilaterals, Danida, DfID, Scottish cooperation, Japanese cooperation, etc.
<b>6. IVORY COAST</b>	Formal: <i>Ministère de l'Education</i>	Plan d'Actions à Moyen Terme du Secteur de	National Institute of Continuing Training: organically linked to	<i>Reform priorities</i> (as reflected by the PAMT and	Coordination links exist with the "National	UNIDO, AfD and World Bank, (reform of the

COUNTRY	<b>1. Structure of TVET</b> <u>Criteria:</u> <i>Responsiveness and relevance</i>	<b>2. TVET regulatory and strategic framework</b> <u>Criteria:</u> <i>Coherence with the system</i>	<b>3. TVET stakeholders</b> <u>Criteria:</u> <i>Clear institutional arrangements Holistic response to HR planning</i>	<b>4. Reform priorities</b> <u>Criteria:</u> <i>Shared responsibility Equal opportunities and access for all and lifelong learning; Assessment</i>	<b>5. TVET links to HR and broader social and economic policies</b> <u>Criteria:</u> <i>Integration</i>	<b>6. International Aid in TVET</b> <u>Criteria:</u> <i>Existing good practices</i>
	<p><i>Nationale (MEN), Ministère de l'Enseignement Technique et de la Formation Professionnelle (METFP), Ministère de l'Enseignement Supérieur et de la Recherche Scientifique (MESRS).</i></p> <p>Non-Formal/Informal :</p> <p><i>Ministère de l'Agriculture et des Ressources Animales (MARA), Ministère de la Famille et Promotion de la Femme (MFPF), Ministère de la</i></p>	<p><i>l'Éducation/Formation (PAMT), Plan National de Développement du secteur Éducation Formation (PNDEF)</i></p>	<p>Ministry of Technical Education and Vocational Training (MTEVT) and in charge of:</p> <p>coordination of training centres; planning of TVET activities; needs identification; inter-ministerial coordination; Ministère de l'Éducation Nationale (MEN), Ministère de l'Enseignement Technique et de la Formation Professionnelle (METFP), Ministère de l'Enseignement Supérieur et de la Recherche Scientifique (MESRS)</p>	<p>PNDEF) are excessively theoretical, dispersed, unrelated to crucial problems obstructing the (a) qualify both teachers/trainers (formal and non-formal) and supervisors to (b) implement a systematic and properly structured vocational training syllabus on the basis of a (c) rigorous concept of vocational curriculum design. (d) cooperation between vocational schools</p>	<p>Institute of Continuing Training", although this coordination is more organic than functional.</p>	<p>national education system) EU, Japan, Islamic Development Bank, the Arab Bank for Economic Development in Africa and the Saudi development Fund (rehabilitation of Vocational Training Centres). WB, UNDP, EC and AFD (youth job insertion schemes). UNIDO (self employment) and UNDP and ILO (youth employment).</p>

<b>COUNTRY</b>	<b>1. Structure of TVET</b> <i>Criteria:</i> <i>Responsiveness and relevance</i>	<b>2. TVET regulatory and strategic framework</b> <i>Criteria:</i> <i>Coherence with the system</i>	<b>3. TVET stakeholders</b> <i>Criteria:</i> <i>Clear institutional arrangements Holistic response to HR planning</i>	<b>4. Reform priorities</b> <i>Criteria:</i> <i>Shared responsibility Equal opportunities and access for all and lifelong learning; Assessment</i>	<b>5. TVET links to HR and broader social and economic policies</b> <i>Criteria:</i> <i>Integration</i>	<b>6. International Aid in TVET</b> <i>Criteria:</i> <i>Existing good practices</i>
	<i>Santé Publique (MSP), Ministère du Sport (MS); social partners, Informal apprenticeships</i>			(formal) and non-formal training centres (private companies) is necessary, along with (e) the establishment and maintenance of strategic vocational training centres		
<b>7. NIGER</b>	Formal, technical: Ministry of Education and Research, formal VT: Ministry of Vocational and Technical Education (MFPT), centre of the national federation of farmers, private providers	Law n°12/1998 on education system, Law Apprenticeships 1996, Law on Crafts 1992, Sectoral Policy Document and Law 26/2006, Programme Décennal de Développement de l'Éducation (PDDE) 2002-2012, and the Document de stratégie	<i>Conseil Supérieur de l'Enseignement et de la Formation Professionnelle et Technique (COSEFPT), Direction Nationale du Ministère de l'Éducation (DETFP), ONAFOP, FAFPCA, ANPE. National Federation of Artisans du Niger (FNAN)</i>	Governance, access (initial vocational training and apprenticeship at new VTCs, PPPs, women), relevance, transition from school to employment (placement services for graduates), SBA for the rural sector, financing	Government development plan (2006) and the <i>Stratégie de Développement accéléré et de Réduction de la Pauvreté (PRSP) 2008-2012</i> ; Plan for Social and Economic Development (PDES) 2012-2015 (PRSP)	EU, ILO, AFD, Lux-Dev, Swiss Cooperation, AfDB, Danish Cooperation



<b>COUNTRY</b>	<b>1. Structure of TVET</b> <i>Criteria:</i> <i>Responsiveness and relevance</i>	<b>2. TVET regulatory and strategic framework</b> <i>Criteria:</i> <i>Coherence with the system</i>	<b>3. TVET stakeholders</b> <i>Criteria:</i> <i>Clear institutional arrangements Holistic response to HR planning</i>	<b>4. Reform priorities</b> <i>Criteria:</i> <i>Shared responsibility Equal opportunities and access for all and lifelong learning; Assessment schemes</i>	<b>5. TVET links to HR and broader social and economic policies</b> <i>Criteria:</i> <i>Integration</i>	<b>6. International Aid in TVET</b> <i>Criteria:</i> <i>Existing good practices</i>
<b>8. BANGLADESH</b>	Formal and informal	sectorielle de l'éducation au Niger: 2012-2020 Projects currently being implemented by the EU are fully coherent with and responsive to the system's needs, gaps and requirements	Ministry of Education, National Skills Development Council (NSDC) Bangladesh, without effective stakeholder involvement (prior to EU reform project implementation) and with emergent stakeholder involvement (since the reform project has been implemented and results obtained)	Revision and reinforcement of TVET policies, systems and legislation at central and decentralised level, enhancement of the flexibility, quality and relevance of TVET, strengthening of TVET institutions through enhanced knowledge and skills among managers and teachers, and improvements made to skills development	No linkages or criteria prior to implementation of reforms (EU project implemented by ILO). Systemic linkage executed by some approaches: full revision of centralised and decentralised socio-economic policies and their inherent legislation; establishment of a National Qualifications Framework; establishment of skills standards within specific	IDA, AusAID, ILO, EuropeAid, ADB, World Bank, United Nations Development Programme (UNDP), UNICEF and other UN organisations, bilateral donors (individual countries), AECID, DfID, USAID, JapanAid

COUNTRY	<b>1. Structure of TVET</b> <u>Criteria:</u> <i>Responsiveness and relevance</i>	<b>2. TVET regulatory and strategic framework</b> <u>Criteria:</u> <i>Coherence with the system</i>	<b>3. TVET stakeholders</b> <u>Criteria:</u> <i>Clear institutional arrangements Holistic response to HR planning</i>	<b>4. Reform priorities</b> <u>Criteria:</u> <i>Shared responsibility Equal opportunities and access for all and lifelong learning; Assessment</i>	<b>5. TVET links to HR and broader social and economic policies</b> <u>Criteria:</u> <i>Integration</i>	<b>6. International Aid in TVET</b> <u>Criteria:</u> <i>Existing good practices</i>
				resulting in the enhanced productivity and competitiveness of key growth and export-orientated industries in both the formal industrial sector and informal economies	economic sectors; formulation of curricula based on these revised skills standards; enhancement of quality assurance mechanisms	
<b>9. PAKISTAN</b>	Formal TVET: Technical schools, VTCs and formal apprenticeship, private accredited /registered and non-registered providers, informal apprenticeship and religious schools	PRSP, National Skills Strategy 2008–2012; National Education Policy; Employment Policy 2008; Small and Medium Enterprise (SME) Policy 2008; Youth Policy 2008; the Prime Minister’s ‘Hunarmand Programme’	National Vocational & Technical Training Commission (NAVTTTC), Technical Education & Vocational Training Authorities (TEVTAs), the Employers’ Federation of Pakistan (EFP), the Pakistan Workers’ Federation (PWF) and public/private TVET providers	TVET, institutional structure, governance, access for vulnerable and marginalised groups, equity, women’s participation and RPL, quality assurance, (NQF), LM relevance and sectors, financing mechanism and framework	Vision 2030, the 10 <sup>th</sup> 5-Year Plan: Investing in People (2010-2015), PRSP II 2011; Medium-Term Development Framework (2005-2010); Framework for Economic Growth (PFEG) 2011; National Labour Policy 2010	The EC, ILO, UNESCO, ADB, DfID, JICA, China, British Council, SAID, UNHCR, World Bank
<b>10. PERU</b>	Formal: Higher	General Education	The Directorate of	Law N °28740	National	AECID: National

COUNTRY	<b>1. Structure of TVET</b> <u>Criteria:</u> <i>Responsiveness and relevance</i>	<b>2. TVET regulatory and strategic framework</b> <u>Criteria:</u> <i>Coherence with the system</i>	<b>3. TVET stakeholders</b> <u>Criteria:</u> <i>Clear institutional arrangements Holistic response to HR planning</i>	<b>4. Reform priorities</b> <u>Criteria:</u> <i>Shared responsibility Equal opportunities and access for all and lifelong learning; Assessment</i>	<b>5. TVET links to HR and broader social and economic policies</b> <u>Criteria:</u> <i>Integration</i>	<b>6. International Aid in TVET</b> <u>Criteria:</u> <i>Existing good practices</i>
	Technological Education and Technical production Education. Non-formal: Senati, Cenfutur, etc.	Law Vice-Ministerial Resolution No. 0085-2003-ED: National Catalogue of Qualifications and Certifications	Higher Education Technology and Technical Production - DestP, under the Directorate General of Higher Education and Professional-Technical Education, Ministry of Education. SENATI CENFOTUR	establishing the SINEACE (2006), consisting of the IPEBA, CONEAU and CONEACES to ensure the quality of services offered by educational institutions IPEBA is assigned to guide the process of evaluation and accreditation of Basic Education and Technical Productive Education	Education Project: <i>Higher Education Quality for development and national competitiveness</i>	Catalogue of titles and certifications, EU: Aprolab I, II SDC: Caplab
<b>11.NICARAGUA</b>	Formal VET: Technical Education (three levels: Basic Technician, Medium Technician and Bac Technician) and several	General Education Law 582 of 2006, 2011-2015 Strategic Education Plan. Annex to VET Plan	National Technological Institute (INATEC) Ministry of Education (MINED)	Annex to SPE: (1) Coverage and Equity, (2) Quality, and (3) Institutional Strengthening. The strategic orientation of the Annex to the SPE	Plan of young employment	NIC23 (Project for a National System for Qualifications and Vocational Training) financed by LuxDev. AECID:



COUNTRY	<b>1. Structure of TVET</b> <u>Criteria:</u> <i>Responsiveness and relevance</i>	<b>2. TVET regulatory and strategic framework</b> <u>Criteria:</u> <i>Coherence with the system</i>	<b>3. TVET stakeholders</b> <u>Criteria:</u> <i>Clear institutional arrangements Holistic response to HR planning</i>	<b>4. Reform priorities</b> <u>Criteria:</u> <i>Shared responsibility Equal opportunities and access for all and lifelong learning; Assessment</i>	<b>5. TVET links to HR and broader social and economic policies</b> <u>Criteria:</u> <i>Integration</i>	<b>6. International Aid in TVET</b> <u>Criteria:</u> <i>Existing good practices</i>
	modes of training			and Government's policy are consistent with the strategy of the European Commission on poverty reduction and the achievement of the MDGs		"Workshop Classrooms" Model with INATEC, the Occupational Training and Labour Insertion Programme and a diagnosis on Training Needs and Labour Trends with the Ministry of Labour

#### 4. Trends and common elements of TVET reform in the selected countries: criteria mapping exercise

Analysis Map: 'country against criteria':

Country	1. Structure of TVET	2. TVET Regulatory and strategic framework	3. TVET Institutions and actors		4. Reform priorities:			5. TVET links	6. International aid in TVET:
	Responsiveness and relevance	Coherence of the system	Clear institutional arrangements among authorities, agencies, institutions	Holistic response to human resources planning	Shared responsibility	Equal opportunities and access for all, including Lifelong learning	Provisions for assessment (M&E) of policy implementation and impact	Integration	Good practices
1. Egypt	C	C	C	D	B	D	B	B	A
2. Georgia	A	A	A	A	A	A	A	A	A
3. Morocco	B	C	C	C	B	C	B	A	A
4. Benin	C	B	B	C	B	C	B	B	A
5. Botswana	B	C	C	C	C	C	C	B	B
6. Ivory Coast	C	D	C	C	C	C	D	C	C
7. Niger	C	B	C	C	C	B	B	C	B
8. Bangladesh	A	B	C	A	B	B	B	B	A
9. Pakistan	C	C	C	D	B	B	B	C	A
10. Peru	B	B	C	B	B	B	B	B	A
11. Nicaragua	C	C	C	D	C	C	B	B	A

Nomenclature: according to ROM scale (see Chapter 4 of the study):

A:	Very good: high priority
B:	Good: medium priority
C:	Problems: low priority
D:	Serious deficiencies: absence

## 5. Findings

The Matrix visualises the results by showing to what extent the TVET reform components, all present in each of the 11 selected countries, are addressed. The grading is not meant to express an evaluation of the merit of the reform but rather the priorities and the level of implementation.

The Matrix captures the diversity of the different contexts in which the reform attempts are underway. Hence, it shows that some countries have placed more attention or, better, have succeeded in advancing more on some components, while on others they proceed with greater difficulty.

The review visualised in the Matrix allows identifying areas and priorities on which international aid is currently concentrated as well as room for future interventions in support of the TVET reforms in the 11 selected countries.

### 5.1 General overview

The TVET reforms in the eleven countries target priority areas, including:

- Development of new national TVET policy and strategies and regulatory frameworks along a general policy shift from input-based to output-based activities;
- Governance, coordination of institutions and decentralisation of systems with the involvement of key stakeholders, along the trend of opening up government-controlled TVET to tighter links with private TVET institutions and companies as skills development providers (even co-financed from national budgets);
- Addressing economic and labour market needs and social demand (external efficiency) by strengthening the adoption of active labour market measures whereby the TVET supply is reinforced by follow-up services, transition from school to work, career guidance and incentives to employers for job insertion schemes, dual or alternating forms of training and support to self-employment through inclusion of entrepreneurial skills in TVET programmes and business development services like micro financing;
- Quality assurance of delivery (internal efficiency) particularly accreditation, certification mechanisms and credit systems;
- Sustainable financing and greater autonomy for TVET institutions.

TVET reform in 11 selected countries in Latin America (Nicaragua, Peru), Central Asia: (Bangladesh and Pakistan), ACP-Africa, Sub-Saharan Africa (Benin, Botswana, Ivory Coast, Niger), ENPI: North Africa and Arab States (Egypt and Morocco), and East Neighbourhood (Georgia), present evident differences in implementation. Countries proceed with reforms by placing higher priority on some components rather than that of others, although reform formats are very similar.

The Matrix shows that the availability of international support is considerable, particularly if aligned with the pace and timing of the reforms. It is clear that reforming a TVET system is a complex endeavour, which is to be borne by strong political will, a clear sense of direction, strong planning and adequate national resources and time.

The criteria of responsiveness and relevance show that 70% of analysed interventions face implementation difficulties (C). This data could be related to the difficulties met by funded (reform) interventions to make the system more responsive and relevant.

The selected countries, either under the category of LIC and LMIC, have all acknowledged - to different extents - that inclusive, TVET systems, more relevant to the skills needs of their labour markets and more and more accessible to all segments of the population, contribute to social stability and inclusion, poverty reduction, and sustainable economic development. TVET reform plans are characterised by the interlocked and mutual dependence of measures to be taken, whereby concrete changes in the systems depend on preceding and subsequent

initiatives, making the process similar to a circle rather than a logical sequence often described in the plans and strategies.

Common characteristics in the selected countries (with the exception of Georgia) are demographic trends; these clearly show that the offer of skills is not adequate in terms of the quantity and quality of the youth bulge. Students completing formal primary and secondary education are often equipped with skills and competencies that are not in demand by formal economy employers. Young people, particularly the poorest, start to work too early without having received the basic skills from the TVET systems that could make them employable for decent jobs, hence acquiring skills from the informal and traditional systems existing in the informal economies.

Low employability also affects graduates from higher education, which face difficulties in finding jobs, while at the same time businesses and industries are hampered by a scarcity of qualified workers. Skills mismatches on youth labour markets is persistent and growing in terms of distance between the supply of and demand for skills, as well as between the skills that young people possess and those required by their job. In these countries, under-education and under-skilling coexist with over-education and over-skilling and further feed into skills mismatches.

The issue of low attractiveness and a poor image of TVET are also addressed by the reform process in these countries. This is related to: poor physical facilities and a lack of sufficient tools and equipment; a limited quantity and quality of teachers with TVET qualifications and industry experience; curricula which are not recognised internationally; an absence of pathways throughout the TVET sub-systems and general education; low to no promotion of TVET as a viable alternative to traditional academic education and a loose relationship between the world of work and employers hamper progress.

Another common issue in the eleven countries concerns access to TVET and SD of unemployed and uneducated youth from rural areas that migrate to large cities; TVET institutions predominantly located in urban areas are strained. At the same time, the need to reach rural communities in remote areas and making training more relevant to local labour markets render the decentralisation of the training supply a measure that requires urgent attention. This is coupled with efforts to enlarge TVET coverage and access with participation in the training delivery of employers. This in turn brings about the required aspects of reform in relation to quality.

A shared priority is the inclusion of traditionally marginalised target groups and the promotion of women's participation in Skills Development opportunities.

Finally, the reform processes in the eleven countries present - to different extents - the difficulty of reviewing the legal framework with particular reference to the financial mechanisms regulating the financial rules of governing training institutions, which have a direct impact on TVET reform areas such as quality, autonomy of training institutions, trainers and teachers remuneration and working conditions, as well as on the investment on training physical and technical assets.

When looking into the situation of the 11 countries, the main obstacles are:

- The real political commitment and leadership at stake against agreed targets and timeframes;
- The ambiguity of responsibilities and mandates of national lead agencies or ministries in relation to TVET;
- The institutional resistance to alignment and permeability of formal, non-formal and informal TVET sub systems;
- The difficulty of implementing decentralisation plans at multiple levels (e.g. national, state/province and institutional);
- The low involvement of key stakeholders in the diverse areas of TVET reform, from policy to delivery and, in particular, in monitoring and controlling the systems and

- reform progress;
- The difficulty to turn the technical and managerial capability of individuals trained by international aid programmes into institutional capacity and subsequently putting policies and strategies into action;
- The transparent allocation of adequate budgetary and additional resources, resource diversification, cost-saving and cost recovery schemes;
- The low institutionalisation of monitoring and evaluation mechanisms.

## 5.2 Examples by components

**Component I:** *The structure of TVET (formal, non-formal, informal).*

**Criterion 1:** Responsiveness and relevance (broad-based on general education matching skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services).

TVET systems can have very different structures; they can be part of secondary, post-secondary and higher education; TVET may involve initial training for beginners as well as further, career-long training for the workforce. TVET can also open the doors to post-secondary and higher education. TVET can be part of the formal education system, but it is also often learned informally in the workplace and through non-formal means.

The top ranking country is Georgia (A), which initiated its education reforms almost immediately after the 2003 Rose Revolution. After this reform, the whole educational system graphically (source ETF) starts with compulsory 'Basic education' that leads to secondary general education or to a VET - I level, that accordingly will lead to a first cycle Bachelor's degree or to a VET - V level.

In Bangladesh, secondary education has three major streams: General, technical vocational and *Madrasah*. Formal technical vocational education starts after grade eight with a two-year course in basic skills. This can be followed by certificate level courses or Secondary School Certificate Vocational courses (SSC Voc), which also require the completion of grade eight qualification. Successful students can then pursue a Higher Secondary Certificate (HSC) General, a HSC Vocational or a HSC Business Management. Save the Children point out the following with regards to the country's formal TVET system: extremely rigid: regarding admission requirements, that is called commonly the 'grade 8 barrier'; a mismatch between the market demand and educational supply; NO linkage between the informal economy and the formal TVET system; VET generates negative social attitudes due to inefficiency and resource consumption. It is also contrasted with Save the Children that there is a direct linkage in Bangladesh between low level education and skills and productivity in all sectors, especially in the informal sector.

**Component II:** *TVET Regulatory and strategic framework (NTVET Policy, strategy Programmes).*

**Criterion 2:** Coherence to the system as internal coherence of the reform (policy convergence and coordination mechanisms) and external coherence with EU TVET policy.

Again, Georgia and Bangladesh are two extremes. The Georgian System is fully coherent and responsive with the reform policy framework and fully in line with EU TVET policy. This was compounded by support from the European Training Foundation in the framework of the Torino Process. Georgia joined the Bologna process in 2005, and consequently initiated inherent VET reforms in 2007. This took place within a context of highly-motivated and committed stakeholders, in accordance with the National Goals of general education (adopted in October 2004) and with the emphasis of the 2007 VET law on a more demand-driven TVET.

The situation varies in other ENPI countries such as Egypt. In Egypt, the regulatory framework does not provide internal coherence to the system. It encompasses: the National Strategic Plan for Pre-University Education (expired in June 2012 but still in force) prepared

by the MOE, as the formal framework for the implementation of education reform. The implementation strategy, based on 12 pillars and a 25-year term has not finally been approved. Moreover, the Strategy Action Plan has not yet been finalised. The Ministry of Education covers the most significant part of the sector (2 million students in Technical Secondary Schools). The Labour Law of 2003 instituted a Training Fund for non-formal training, mostly for MOIT and MOMM. The mechanism is currently being revised due to pending questions of unconstitutionality. The EU proposal for a second phase of support is on hold.

**Component III: TVET Stakeholders.**

**Criterion 3:** Clear institutional arrangements among authorities, agencies, institutions.

**Criterion 4:** Holistic response to human resources planning (government agencies and TVET providers).

TVET systems can be the prime responsibility of Ministries of Education or Ministries of Labour (or Employment or Social Affairs). Often it is the responsibility of two Ministries. In Morocco (a good example - grade B), the institutional arrangements foresee a division of responsibilities or a complementary role between the Ministry of Employment and Vocational Training, the Ministry of Education and Higher Education, the Higher Council of Education chaired by the King and the Moroccan Federation of Vocational Training. The main actors are the Ministry of Education and Higher Education for formal TVET, while for non-formal training, the principal protagonists are the Vocational Training Department of the Ministry of Employment and Vocational Training, the OFPPT (*l'Office de la formation professionnelle et de la promotion du travail*), and the ANAPEC (*l'Agence nationale de promotion de l'emploi et des compétences*). Social partners and stakeholders include the Confederation of Moroccan Employers (CGEM), the Moroccan Labour Union (UMT), the support groups to Inter-professional Councils (GIAC) and the Economic and Social Council. The division of responsibilities and roles between formal and non-formal TVET and the absence of a national TVET authority does partially support the adoption of a holistic response.

**Component IV: Reform Priorities.**

**Criterion 5:** Shared responsibility of government, employers and individual workers, with social and other partners (sector-based approach workplace learning, including apprenticeships or other forms of on-the-job training, public-private partnerships including NGOs in improving outreach).

**Criterion 6:** Equal opportunities and access for all and Lifelong learning (employability, portability of skills, seamless pathways from education to TVET and to the world of work).

**Criterion 7:** Provisions for Assessment (M&E) of policy implementation and impact.

A good case in point is Pakistan (grade B). The Government of Pakistan has embarked upon an ambitious reform agenda under the National Skills Strategy (NSS) 2009-2013, with long-term objectives up until the year 2030. Implementation of the NSS is a joint effort of public and private actors and stakeholders at national, provincial/regional and local levels. The National Vocational and Technical Training Commission (NAVTTTC) at the federal, and Technical and Vocational Training Authorities (TEVTAs) at the provincial levels coordinate it. The priorities are related to the institutional structure and governance of the TVET sector, the access, equity and relevance of TVET, quality and the TVET financing mechanism and framework. The reform heavily invests on the role of: the National Vocational and Technical Training Commission (NAVTTTC) and of the Technical Education and Vocational Training Authorities (TEVTA), for governance, quality assurance, (NQF for TVET) in economic sectors which are a priority for employment and growth; quality as standardisation (NSS, competency-based training curricula courses and programmes) assessment and certification, as well as the quality of delivery (HRD development of private and public TVET institutions, private partnerships) and relevance through labour market services. Access for vulnerable and marginalised groups, with a strong emphasis on women's participation and the recognition of learning acquired in informal apprenticeships and on-the-job training are also included in the list of priorities for reform.

**Component V:** TVET links to HR, broader social and economic policies.

**Criterion 8:**

A good case of integration is Botswana, where the National Human Resource Development Strategy document (2009-2022) asserts that education and Skills Development are means for poverty alleviation for households and an economic stabiliser at the national level. On the basis of the projected growth of the economy under the National Development Plan 10 (NDP 10), projections for skills demands have been made up until 2016 for 16 critical areas of the economy: Transport Operations, Technical/Vocational Teaching, Hospitality and Catering, Electrician, Radio/Electronics/Computer Engineering (including telecommunications), Diamond Cutting/Polishing and Jewellery Making. At regional level, the Southern African Development Community (SADC) agenda emphasises the building of a regional qualifications framework and the priorities for TVET system development in terms of governance, labour market, analysis, institution building, legislation and finance.

**Component VI:** International Aid (development partners/donors supporting the reform process in the country).

**Criterion 9:** Existing good practices established by international development partners.

All analysed countries have good practices (grade A). Niger is a good example. The Commission supported the development of the VT system and apprenticeship for the artisan sector (*NIGETECH I and II* and the projects *Appui à la Formation Professionnelle Continue et à l'apprentissage I et II*) and the strengthening of the National Office of Vocational Training (ONAFOP) and the *Fonds d'Appui à la Formation Professionnelle Continue et à l'Apprentissage (FAFPCA)*. It also supported the development of rural and agricultural VT through the Community Centres (CFDC) of the Ministry of Education and Research. The ILO focused on Labour Policy and the AFD targeted TVET as a priority, particularly in the mining sector, as well as the establishment of vocational training for the industrial sector at large. The Luxembourg Bilateral Cooperation (LuxDev) is the principal donor on technical and vocational training in Niger and supports the national institutions on national policy and the development of a strategy for the vocational training sector, general management, human resources management curriculum development and the quality control of training at the workplace. Other active development partners are the Swiss and Danish Cooperation.