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

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Association for the Development of Education in Africa

Outline

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

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Background and Context

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African Challenges to youth integration into labor market

"Africa has some of the most abundant natural resources in the world, many of which are yet to be tapped. These include not just minerals and oil, but also bountiful possibilities for clean energy. But natural resources are not Africa's only advantage. While Western countries are shouldering the burden of aging populations, Africa is the world's youngest continent. <u>If it invests in education and training to develop the potential of its youth, Africa could become one of the most dynamic and productive of economies</u>." *African Development Bank. "Africa in 50 Years' Time: The Road towards Inclusive Growth*" September 2011 (p.5) .

YET………………

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African Challenges to youth integration into labor market

- In most African countries, the category of "young people" or "youth" includes persons aged 15 to 35, representing at least 60% of the population.

- On the whole the levels of unemployment and underemployment of young people are quite high (8-60%) and require special attention

- Young people are the hardest hit by unemployment, under-qualifications, under-employment and difficulties with socio-economic integration.

- The mismatch between the supply and demand for labor is ongoing.

- **An African Paradox**: The informal economy provides more employment opportunities than the modern public and private sectors.

Table 1: Adult and youth literacy rate, 2010
Source: UNESCO Institute for Statistics, Data Centre, April 2012

Region	Adult literacy rate (%)			Youth literacy rate (%)		
	Total	Male	Female	Total	Male	Female
Arab States	74.7	83.3	65.7	89.1	92.4	85.6
Central Asia	99.5	99.6	99.4	99.7	99.6	99.8
Central and Eastern Europe	97.9	99.0	97.0	99.1	99.3	98.9
East Asia and the Pacific	94.2	96.7	91.6	98.8	98.9	98.7
Latin America and the Caribbean	91.4	92.1	90.7	97.2	97.0	97.4
North America and Western Europe	-	-	-	-	-	-
South and West Asia	62.7	74.0	51.8	80.5	86.6	74.7
Sub-Saharan Africa	62.6	71.0	54.2	71.8	76.4	66.8
World	84.1	88.6	79.7	89.6	92.2	87.1

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Sub-Saharan Africa: Population 25 years and older by minimum level of Educational attainment

Source: UNESCO Institute for Statistics, *Global Education Digest 2011*, Table 19.

Country	Year	Level of education (%)				
		Primary	Lower secondary	Upper secondary	Post- secondary	Tertiary
Benin	2002	.	14.3	.	2.2	2.2
Burkina Faso	2007	5.2	2.0	0.5	0.3	0.2
Chad	2004	8.5	5.5	.	3.2	3.2
Kenya	2010	59.4	41.9	36.3	6.3	0.0
Lesotho	2008	40.9	20.9	13.8	5.4	1.9
Malawi	1998	19.8	8.6	5.2	0.5	0.5
Mali	2006	18.6	10.3	5.5	1.9	1.9
Mauritius	2000	48.9	38.9	20.3	7.9	2.6
Namibia	2001	48.5	27.7	17.0	5.3	2.2
Senegal	2006	10.7	7.5	4.9	3.2	0.8
Seychelles	2002	90.3	66.8	44.2	.	7.4
South Africa	2009	76.4	70.4	35.7	11.8	0.7
Tanzania	2002	48.9	6.0	1.6	.	0.9
Uganda	2008	34.6	23.4	8.7	6.8	1.8
Zimbabwe	2002	65.1	45.9	10.3	9.1	1.5

Real GDP growth rates by sub-region (%)

	2000	2010	2020	2030	2050	2060
Africa	4.5	4.9	6.2	5.9	5.3	5.0
Central Africa	-1.4	4.7	7.2	6.8	2.8	4.1
East Africa	7.5	6.2	7.9	9.3	8.3	6.8
North Africa	3.9	4.7	5.5	4.8	3.7	3.2
Southern Africa	5.4	3.3	3.9	5.3	4.5	4.1
West Africa	4.1	6.7	8.8	5.5	4.6	4.9

Caution

- **A dramatic decline in Africa's poverty would require the continent to grow at an average of 7%.** These projections fall short of that level. And there are still serious risks ahead to Africa's growth path. Global developments, particularly the escalating price of commodities like food and oil, could yet pose serious threats to governance, peace and security

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A significant increase in the size of the African middle class (defined as earnings of between US$4 and US$20 per day)

Figure 3: Africa: Urban Population by region (as % of Total)
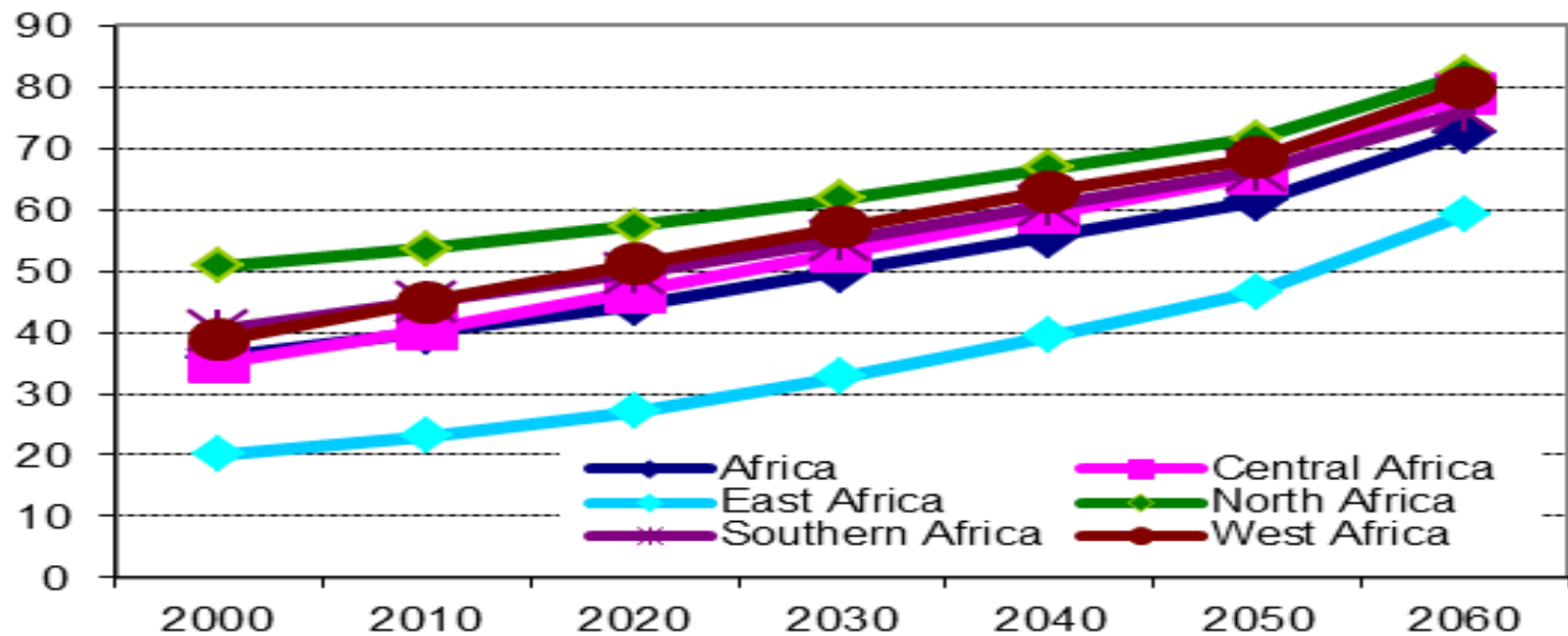
Source: AfDB based on UN Population Division Data.

The African Middle-Class: the hope

- The middle class will continue to grow, from 355 million (34% of Africa's population) in 2010 to 1.1 billion (42%) in 2060. Conversely, poverty levels are expected to fall, with the proportion of the population living on less than US$1.25 a day declining from 44% in 2010 to 33.3% in 2060.

ICT and Internet Connectivity: Potential for leapfrogging developmental stages

Figure 5: Africa: ICT Broadband (% of Population)
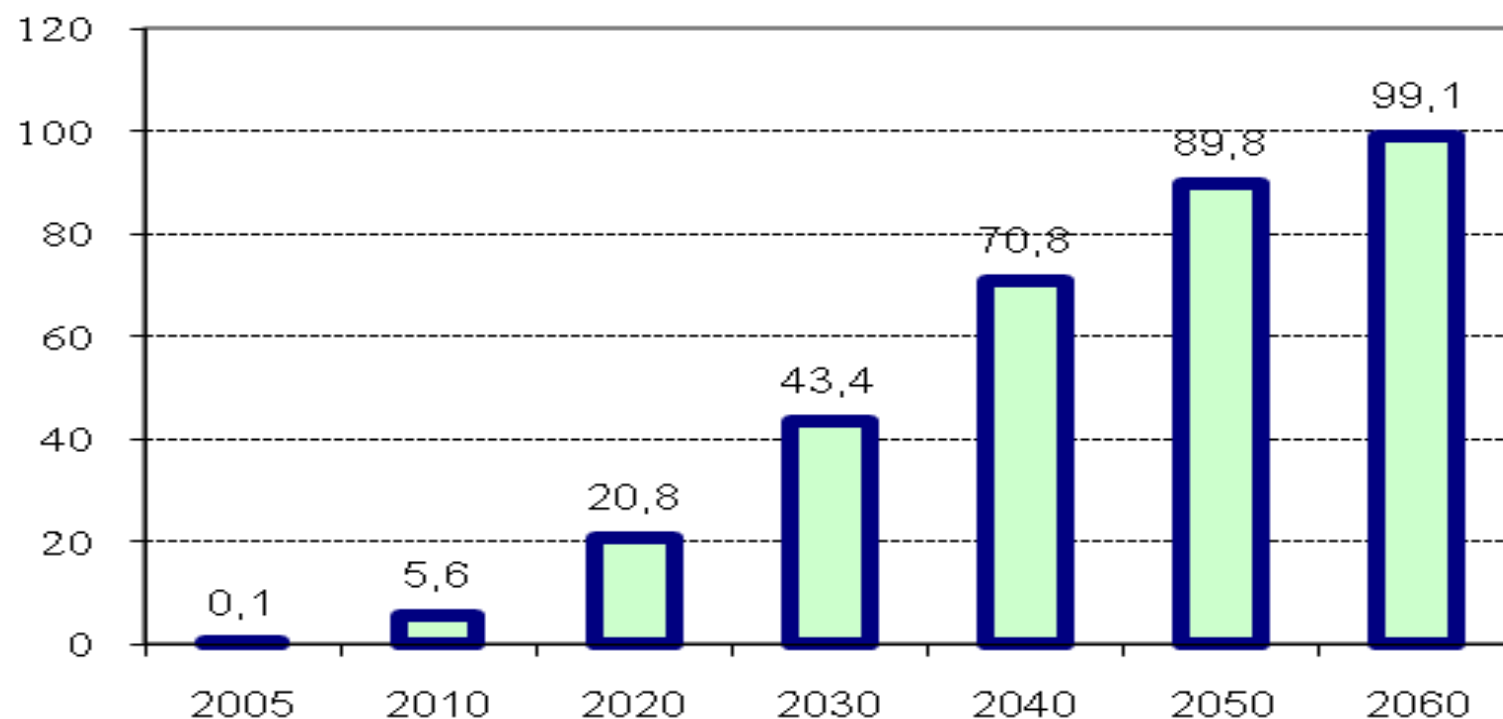
Source: AfDB.

PRIVATE SECTOR AND DEMOCRATISATION

- One of the consequences of economic reform in Africa over the 1990s was more openness to the private sector as the main engine of growth, in marked contrast to earlier development strategies.

- The roles of government and the private sector in economic activity and management have become clearer.

- Macroeconomic stability, trade and exchange rate liberalisation, and new policies and incentives supportive of the private sector have helped build credibility and a conducive environment for private sector development.

2012 Triennale: theme, concepts, key messages and major paradigm shifts

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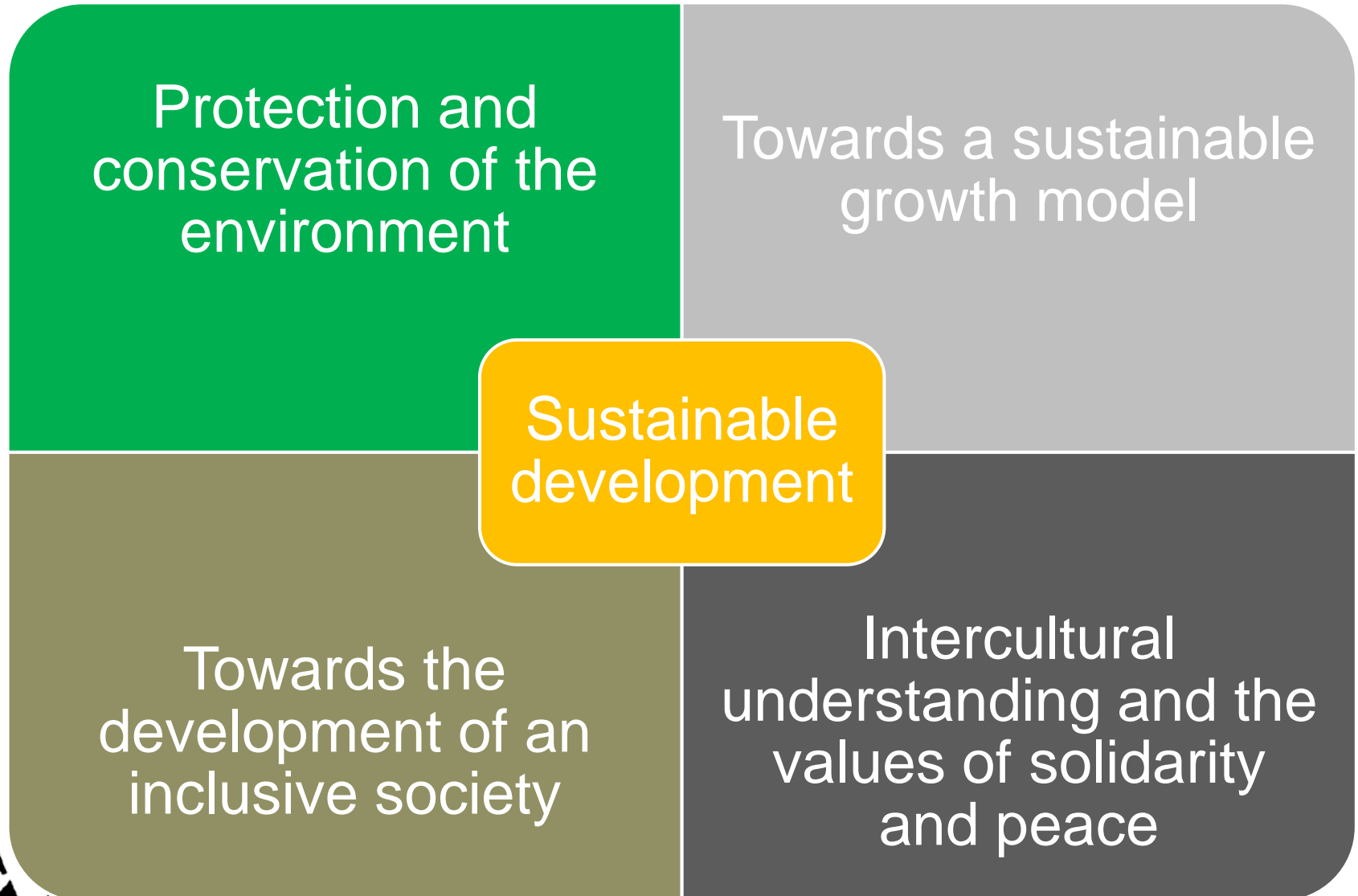Development
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ADEA's 2012 Triennale:

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

Key questions posed:

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

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Concept of sustainable development

Protection and conservation of the environment	Towards a sustainable growth model
Towards the development of an inclusive society	Intercultural understanding and the values of solidarity and peace

Sustainable development

How did ADEA approach the theme?

The main theme broken down into three sub-themes:

- (i) Common Core Skills for lifelong learning and sustainable development (much like the OECD DESECO project);

- (ii) Lifelong technical and vocational skills development for sustainable socioeconomic growth in Africa;

- and (iii) Lifelong acquisition of scientific and technological knowledge and skills for the sustainable development of Africa in the context of globalization

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

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Key Messages and major paradigm shifts coming out of the Triennale (1)

Common Core Skills

- The CCS go beyond the current concept of basic education and include a set of lifelong cognitive, communication and learning skills, as well as preparation for integration into society and the world of work.

- The CCS are not reserved to those who attend formal school, but must be accessible t everyone, including the most vulnerable and most disadvantaged, by means of non-formal and informal education and training programs situated as close as possible to places of work and daily life.

- The implementation of CCS requires a radical change in the concept of school. This involves going to a school without walls, that is to say, an educational setting that is open to every means of acquiring knowledge and skills for people's economic and social development and as good citizens.

Key Messages and major paradigm shifts coming out of the Triennale(2)

TVSD

- TVSD must do more than just train and qualify. It must also ensure insertion into the labor market which presupposes that from the outset vocational training schemes take into account the ways and means to facilitate integration.

- As the African economy is largely informal, it is important to raise the level of technological qualifications and expertise with respect both to assets in the agricultural and rural sector and to those of producers of goods and services in the urban sector.

- In most countries there exists unmet demand for higher skills and qualifications in occupations and sectors with high added value. It is therefore necessary to design and set up programs that generate employment, especially in small and medium enterprises.

Key Messages and major paradigm shifts coming out of the Triennale(3)

Technological and Scientific competencies

- **It is necessary to reposition the role and position of science and technology** in all education and training systems, from basic education to the university level. These two disciplines are for the moment completely shunned by students.

- **There is an urgent need to strengthen university / business partnerships at the national, sub-regional and continental levels.** They are the only way to create the shared clusters of innovation that the continent needs to create growth, added value and employment, drawing on the vast natural resources available to it.

- An analysis of the current situation of research and researchers in Africa clearly shows **the tiny role played by the continent in the production of knowledge and innovation at the global level.** But there is a huge potential just waiting to be exploited: (i) a rich indigenous knowledge that arises out of the diversity of cultures and skills and is produced non-formally and informally; (ii) a Diaspora trained in excellence around the world; youth thirsting for a spirit of initiative, creativity and entrepreneurship; public and private officials in quest of economic and technological leadership.

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

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

- <u>Pre- Triennale activities</u>:
  - o Survey: African youth is made up of different categories of youth with differing needs and outlook.
  - o Rabat Youth Consultative meeting (October 2011): eliciting youth inputs and giving them a voice.

  <u>During the Triennale</u>: Youth Plenary Session

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

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

- Operationalizing of the paradigm shift from TVET to TVSD and its implications for policies and practice in Africa. TVSD will be linked with the STI agenda.

- Strengthening the work of the Inter-Country Quality Node (ICQN) on Technical Vocational Skills Development set up in 2010 and led by the Côte d'Ivoire Ministry of Technical and Vocational Education.

Operationalizing the paradigm shift from TVET to TVSD

Categories of activities

- Strategies to achieve improved governance of TVSD systems (including management, public private partnerships and financing);

- Human, material and infrastructure resources to enhance training quality assurance;

- Curriculum reforms to enhance relevance and employability (including entrepreneurship and the transition from training into the world of work);

- Innovative assessment and certification systems (including qualification frameworks and lifelong learning imperatives);

- Greater attention to skills development in the non-formal, informal and agricultural sectors;

- Increasing access and attractiveness of technical and vocational education and training;

- Systematic TVSD research to inform and guide policy development and implementation.

Operationalizing the paradigm shift from TVET to TVSD (2)

Planned activities

- Organizing and supporting policy dialogue forums/events on the need to move from the concept of TVET to TVSD. In this regard, 2 sub-regional policy dialogue forums at the Regional Economic Communities (RECs) are planned with UNESCO-BREDA and the Inter-Agency Task Team on TVET that has initiated work within ECOWAS. The objectives of these meetings with RECs are to: (i) facilitate the development and implementation of cooperation frameworks, (ii) support the development of public-private partnerships and more specifically promote university-industry linkages (iii) share tools and best-practices; (iii) set-up networks of experts

- Reinforcing the role of the professional /trade organizations and social partners in TVSD. A joint activity with the MoE of Ethiopia on rural trades and apprenticeship will take place to support the formulation of a policy framework for the development of rural areas with the view to reducing poverty.

Operationalizing the paradigm shift from TVET to TVSD (3)

Planned activities

- Developing a platform for the involvement of youth in policy dialogue and definition of strategies and programs addressing youth issues. To that end, ADEA will support national, sub-regional and regional seminars and activities planned by countries, the RECs and the African Union Commission.

- Providing technical assistance to countries for the formulation of policies and operational planning and strengthening monitoring and implementation capacities.

- Linking labor market information systems and the supply of training opportunities is crucial to ensure coherence between demand and supply of skills. These will also promote a regular sharing of quantitative and qualitative data in order to identify common thematic topics and challenges among African countries.

Operationalizing the paradigm shift from TVET to TVSD (4)

<u>Planned activities</u>

- Linking labor market information systems (LMIS) and the supply of training opportunities is crucial to ensure coherence between demand and supply of skills.

  - ADEA is currently implementing 3 interventions to support TVSD MIS in Zimbabwe: (i) **piloting key TVSD indicators** to feed the work of a multidisciplinary committee made up of MoE, MoY, MoSME(ii) **Baseline survey** of current programmes provided by MoY in its Youth Vocational Centres which cover non-formal programmes ; (iii) **Addressing Livelihood Challenges of Rural Zimbabwe study** – with Ministry of Small and Medium Enterprises and UNDP- a focus on women and youth employment creation

- Creation of an African network on skills development for vulnerable youth, a joint initiative UIL, CIDA and ADEA WG NFE.

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

Planned activities

- Co-organizing with the Association of African Universities (AAU) **a policy dialogue seminar on strengthening university-industry linkages with the view to revamping technological skills formation**. This seminar is expected to establish the link between TVSD Policies with (i) national economic and human resource development strategies, the informal TVSD sector, (ii) skills for the agricultural sector and (iii) the impact of economic, trade and industrialization policies on employment prospects.

- ADEA will sign an MoU with the Forum for Agricultural Research (FARA) in Africa, an umbrella organization bringing together and forming coalitions of major stakeholders in agricultural research and development in Africa. FARA complements the innovative activities of national, international and sub-regional research institutions to deliver more responsive and effective services to its stakeholders.

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

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

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

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

- Towards inter-country renovated traditional apprenticeship pathways (Task Force);

- Developing new ways of integrating young people into job and employment markets (Task Force);

- Reinforcing public/private partnership in managing TVSD training centers;

- Developing national qualification frameworks taking into account the recognition of non- formal skills acquisition (Task Force);

- Reinforcing the role of professional and trades associations in TVSD.

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

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

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

- Attended by 10 countries (Côte d'Ivoire, Senegal, Togo, Benin, Mali, Niger, Mauritius, Ghana, Chad, and Burkina Faso) and;

- A network of young programmers called CODERS4Africa representing the wider network of youth associations put together by ADEA.

- An Association for the promotion of animal husbandry in the Sahel and Savannah (APESS in French)

ICQN /TVSD Seminar on the socio-economic integration of young people in Africa: Lessons learned and policy responses

The reform or creation of institutional frameworks

- The establishment of an institutional framework structured around the Ministries in charge of Technical and Vocational Skills Development and Employment, together with their central and decentralized structures, technical services and implementing agencies

- The establishment of informational and guidance platforms for young people

- The development of partnerships with the private sector

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The development of strategies for integrating young people

- The establishment of arrangements for and offers of training by ministries in the various sectors

- Building and equipping vocational training centers

- The establishment of various projects and programs to enhance the employability of young people and promote waged employment or long-term self-employment financially and technically by the countries and/or by the partners

- The recruitment of young people into the civil service on specific occasions

- The development of high-intensity labor programs ("*THIMO*")

- Training in entrepreneurship and the acquisition of technical and vocational skills

- Strengthening apprenticeship programs

- Reforming legislation with a view to creating new businesses

- The recognition and validation of learning acquired on the job

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Key achievements and promising approaches

- Youth employment has grown to become a national priority. This has resulted in the implementation of legal, institutional and strategic measures

- The institutional underpinning of integration programs

- The tendency to adopt a global approach to handling the vocational integration of young people

- Consideration for all categories of young people (school graduates and school leavers, with or without diplomas)

- The strong questioning of government by young people

- The mobilization of numerous partners on the issue of employment, particularly the employment of young people

- The involvement of local communities in addressing the problem of youth employment

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Key achievements and promising approaches

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

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Challenges

- A low level of economic and industrial development

- Need to take greater account of requirements in human resources when developing economic policies and strategies

- The implementation of training policies without considering the needs of strategic sectors with growth potential

- The absence in some countries of a public fund for the integration of young people

- A lack of coordination and cohesion among the actors in several countries

- A low level of involvement of the private sector in training programs