Innovation in Vocational Education & Skills Training
Investing in Youth and the Informal Sector

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Outline

• quantify the informal sector employment and training needs in sub Saharan Africa
• establish the growing importance of the informal sector
• look at the gender disparities
• review the current design of formal TVET
• COL INVEST Africa
Quantifying the informal sector

- Temporary from the 1970s
- Slow economic growth in the 1980s
- Public sector jobs reduced and low job creation in the private sector
- Rapid economic growth in 2000s did not reverse the trend
- Likely to grow in the current economic downturn
Informal sector enterprises

- no formal business records
- no legal status and not regulated
- typically fragile because they operate in markets that are limited geographically and often saturated with other informal businesses
- low levels of technology are used
- output prices are low and customers are poor
Wide range of informal enterprise

- subsistence activities, such as waste-picking and street vending
- sewing and garment-making
- car repair
- construction
- crafts
- food production
- hairdressing, beauty therapy
Africa’s youthful population

- 60% of the population under 25 years
- Not being prepared as an engine of growth
- Unrealised potential leads to unemployment, poverty and social dislocation
- Wasted potential
EFA Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
Need for foundation skills

• Many people enter adult life without these skills
• 50% 15-19 year olds lack foundational skills in 23/30 African countries
Grim consequences

- Many youth will be consigned to poorly paid, insecure and often risky work
- Their countries will be deprived of the kind of skills that can drive economic growth
Quantifying the informal sector

70% of work in sub-Saharan Africa is in the informal sector
Is there hope?

“Initially viewed as a safety net for those unable to find employment in the modern sector, the image of the informal sector has begun to change with time and the education of those entering it. More workers have begun to view it, not as a temporary stop while searching for employment in the formal wage economy, but as a preferred destination offering opportunities to those wanting to become entrepreneurs.”
Self employment for youth
Informal contribution to GDP

42% GDP in 23 African countries
Discrimination of women
Characteristics of TVET in Africa

- Fulltime, face-to-face programmes
- Designed for pre-employment training
- Small numbers, predominantly males
- Good secondary education
- Too many are locked out
ADEA on TVET

- Expanding informal sector and shrinking wage employment opportunities
- Huge numbers of poorly educated, frustrated and unemployed youth who are ‘locked out’ of the formal skills training system
- Unequal training opportunities fostered by inequities based on geographical location, gender and socio-economic factors
What are the challenges?

- Lack of policy on informal sector training

**South Africa**

- transform TVET to provide youth with informal sector jobs
- Training levy
- 320,000 youth trained in the informal sector
Public sector TVET provision

- Theoretical with insufficient opportunities for practical work
- Biased toward white-collar jobs in the wage sector
- High fees and entry requirements
- Rigid, standardized courses
UNESCO UNEVOC

The challenge is that in most African countries the formal TVET system has been losing its identity due to low budget provision, inadequate infrastructure, out-dated materials and pedagogy.
Madhu Singh

UNESCO Institute for Lifelong Learning
What can be done?

- Current model ill-suited to poor people trying to combine study and work
- More flexible approach is needed
- Modular, competency-based
- Flexible entry and exit points
- Flexible hours
Apprenticeships

Ghana

of all skills training

• 80 to 90% apprenticeships
• 5 to 10% public training institutions
• 10 to 15% NGOs
Our Profile
The functions of the Council are essentially to:
- Formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education.

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Our Services
As the Council with the objective for coordination and oversight of all aspects of technical and vocational education and training in the country, we provide...

Secretariat
The Council for Technical and Vocational Education and Training (COTVET) shall consist of the following divisions:
- Human Resource Development
- Research and Development
- Planning and Policy

www.cotvet.org
Skills Development Initiative (SDI)

Objectives
SDI aims at developing the skills of people living and working in the informal sector for the improvement of technical and entrepreneurial skills in order to increase chances of getting employed or being self-employed and/or expanding their own businesses.

Target Group
Traditional apprentices i.e. young people attached to master craftspeople, Unskilled employees, Micro-entrepreneurs and unemployed youths

Description
This is a short term upgrading informal training programme that runs within a period ranging from one to three weeks (1 – 3 Wks). The tailor-made local training modules are targeted to fill skill gaps. This programme is implemented through the Service Centre or Facilitation Units (FU). Training takes place at FU or local community.

The training programme is implemented in collaboration with various partners e.g. Donors, NGOs, and Malawi Govt. Partners that have worked with TEVETA include: - World Vision International, Malawi Social Action Fund (MASAF), Norwegian Church Aid (NCA), Department For International Development (DFID), GTZ, Malawi Council for the Handicapped (MACOHA) and the like.
• Adopting innovative measures to improve the quality and inclusiveness of TVET
• Targeting disadvantaged groups – which would include those destined for the informal sector
• Promoting equal access of males and females
• Targeted funding schemes
Policies & programmes

1. improve access to primary and post-primary education, paying particular attention to girls.

2. expand training for basic and vocational skills to make up for skills deficiencies or gaps within the labour market.

3. provide business and entrepreneurial skills training to improve young people’s understanding of market opportunities and develop their management expertise.
GMR 2012

1. Provide second-chance education for those with low or no foundation skills
2. Tackle the barriers that limit access to lower secondary school
3. Make upper secondary education more accessible to the disadvantaged and improve its relevance to work
4. Give poor urban youth access to skills training for better jobs
5. Aim policies and programmes at youth in deprived rural areas
6. Link skills training with social protection for the poorest youth
7. Make the training needs of disadvantaged young women a high priority
8. Harness the potential of technology to enhance opportunities for young people
9. Improve planning by strengthening data collection and coordination of skills programmes
10. Mobilize additional funding from diverse sources to meet the training needs of disadvantaged youth
Purpose

- build the capacity of TVET institutions to benefit from the potential of new technologies in flexible delivery approaches
- increase access to skills development for learners currently locked out, especially women and people in the informal sector
INVEST 13 Key Institutions
Flexible & blended – ICT

- national and institutional policy and capacity planning
- Organisational structures
- staff development
- ICT infrastructure
Benefits of ICT

• Increased access to TVSD through flexibly delivered programmes
• Improved quality of teaching through relevant, responsive, resource-based learning
• Increased revenue streams to institutions who can offer flexible short or distance courses to balance their cash-flow
• Improved ICT skills of teachers
• Improved ICT and vocational skills of learners leading to enhanced employability
Institutional achievements

- Unskilled construction workers increased income by 300%
- Course duration for HR Diploma reduced by 75%
- Outreach center offering part time courses for 200 students
- Access programme for girls enrolled 160 to Diploma programmes
- Smaller TVET institutions are earning additional income through flexible course offerings
Institutional achievements

- ODL consultancy services
- Meeting performance contracting agreements
- Business and skills training for informal settlement dwellers
- Student enrolments increased in 7 institutions between 5% and 30%

3760 additional learners have benefited from flexible skills training
Welcome to the INVEST Community Learning Network or CLN.

Commonwealth of Learning is working in partnership with the Commonwealth Association of Polytechnics in Africa - CAPA - to support their member institutions who are working to integrate ICT into TVET teaching and learning. This activity is called INVEST - Innovation in Vocational Education and Training.

CLN welcomes 600th member!

Please welcome Lucy Mutembei from Rift Valley TTI in Kenya. Lucy is a lecturer (she didn’t tell us her subject). Our little community is growing fast. But we still only have one third female to two thirds male members. Where are all the ladies in TVET?

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Thank you

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