

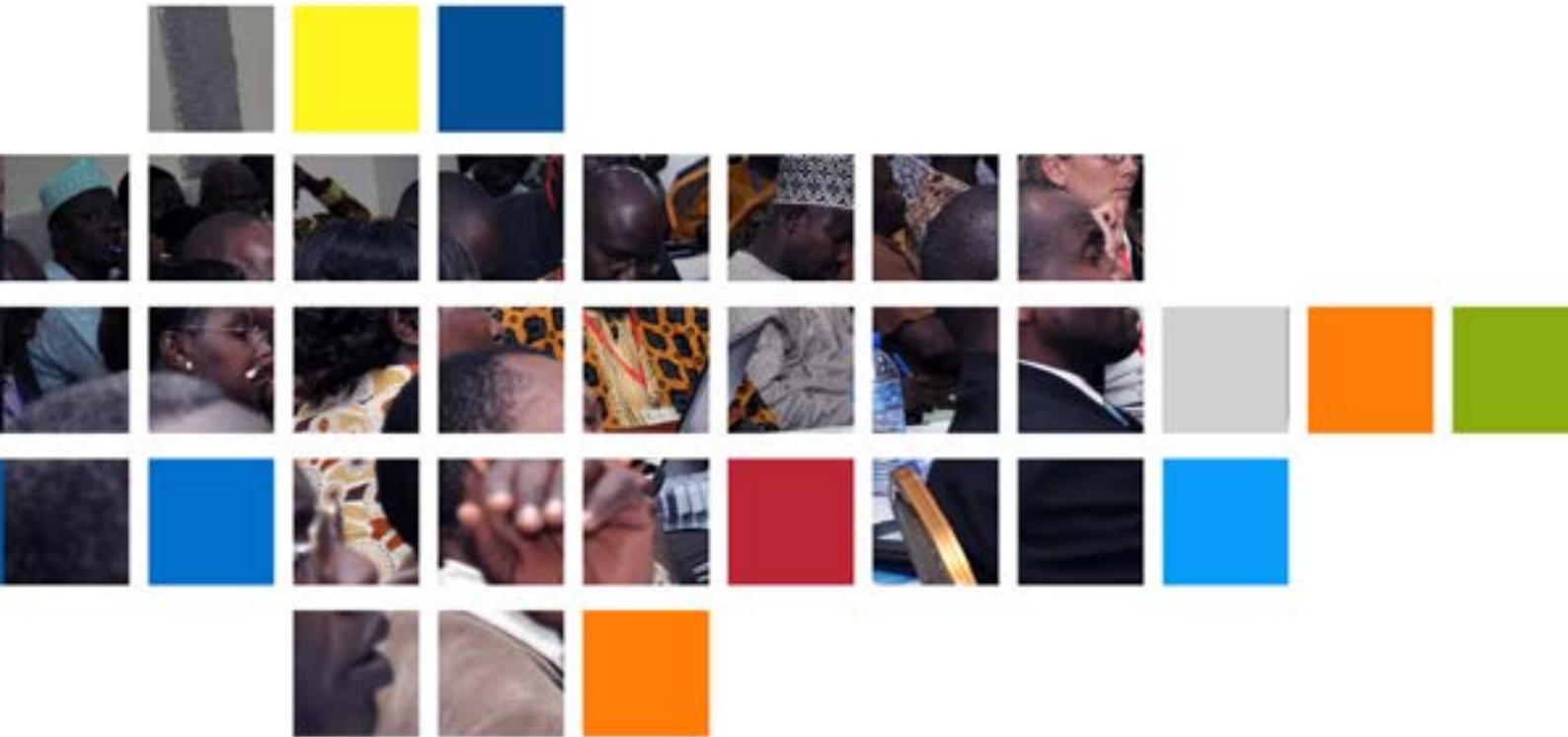


United Nations
Educational, Scientific and
Cultural Organization



International Centre
for Technical and Vocational
Education and Training

Meeting Report



UNESCO-UNEVOC Regional Forum Advancing TVET for Youth Employability and Sustainable Development

17-18 September 2013, Abuja, Nigeria

Africa

Organized by

UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training

National Board for Technical Education (NBTE)
Abuja, Nigeria

This regional forum is part of an ongoing project supported by the German Federal Ministry for Economic Cooperation and Development (BMZ) with additional support from the German Federal Institute for Vocational Education and Training (BIBB).

For further information please contact:

UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training
UN Campus, Platz der Vereinten Nationen 1
53113 Bonn
Germany
Phone: +49 228 815 0100
Fax: +49 228 815 0199
unevoc@unesco.org
www.unevoc.unesco.org

Follow us on:

facebook.com/unevoc
youtube.com/unevoc
twitter.com/unevoc

All photos are copyright of UNESCO-UNEVOC unless stated otherwise

All rights reserved
© UNESCO 2013
ISBN 978-92-95071-63-6

Contents

Abbreviations and glossary	4
Executive summary	5
Introduction	6
Background and context	6
Objectives	6
Participants	6
Opening session	7
Summary of sessions and discussions	8
Keynote addresses on youth employment and skills development	8
Youth and employability initiatives in Africa	11
Keynote addresses on GTVET	14
GTVET initiatives in Africa	16
Interagency perspectives	19
The role of regional organizations and other partners	19
UNEVOC Network regional coordinators' perspectives, experiences, lessons learned and challenges	22
Discussion	22
Closing, conclusion and way forward	22
General observations	22
Specific recommendations	23
Closing	24
Annexes	25
List of participants	25

Abbreviations

AfDB	African Development Bank	LMIS	labour market information systems
BNVQF	Botswana National Vocational Qualification Framework	MAN	Manufacturers Association of Nigeria
BOTA	Botswana Training Authority	MID	Mauritius Ile Durable
CBO	community-based organization	NBTE	National Board for Technical Education
CED	Centre for Entrepreneurship \ Development	NDE	National Directorate for Employment (Nigeria)
CTEED	Centre of Technology \ Entrepreneurship Education and Development	NGO	non-governmental organization
DESD	Decade of Education for Sustainable Development	NQF	National Qualifications Framework
ECA	Economic Commission for Africa	NSDS	New Sustainable Development Strategy
ECCAS	Economic Community of Central African States	NVQF	National Vocational Qualifications Framework
ECOWAS	Economic Community for West African States	PP	promising practice
ENSETP	Ecole Normale Supérieure d'Enseignement Technique – Professionnel	PPA	People Participatory Approach
ESD	Education for Sustainable Development	RAIFFET	Réseau Africain des Institutions de Formation des Formateurs de l'Enseignement Technique
FIRO	Federal Institute of Industrial Research	REC	regional economic community
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit	RQF	Regional Qualifications Framework
GTVET	Greening Technical and Vocational Education and Training	SADC	South African Development Community
HND	Higher National Diploma	SD	sustainable development
HQ	Headquarters	TVET	technical and vocational education and training
IATT	Inter-Agency Task Team on TVET	UN	United Nations
IBE	International Bureau for Education	UNDG	United Nations Development Goal
ICT	Information and Communication Technology	YP	Youth Polytechnic
ILO	International Labour Organization	YWEE	Youth and Women Economic Empowerment
ITS	International Training and Support		
LED	Local Economic Development		

Executive summary

To respond to the call of the Third TVET Congress to collect and disseminate evidence-based policy and practices on youth and skills, and GTVET, the UNESCO-UNEVOC International Centre organized in collaboration with the Nigerian National Board for Technical Education (NBTE) the UNESCO-UNEVOC Regional Africa Forum in Abuja, Nigeria, on 17 and 18 September 2013.

This forum brought together over one hundred and fifty participants from eighty-seven organizations, including UNEVOC centres in Africa, technical and vocational education and training (TVET) institutions in the region, government agencies, non-governmental organizations (NGOs), community-based organizations (CBOs), international development partners, regional bodies and the private sector. The participants came from fifteen countries: Botswana, Cameroon, Ghana, France, Germany, Jamaica, Malawi, Mauritius, Kenya, Mozambique, Niger, Nigeria, Senegal, Switzerland and Uganda. The Honourable Ministers of Nigeria, Chief Barrister Nyesom Ezenwo Wike (Minister of State for

Education) and Engineer Mike Onolememen (Minister of Works) as well as the Permanent Delegate of Nigeria to UNESCO attended the opening ceremony.

The forum provided a platform for networking and dialogue involving international agencies, development partners, the private sector, regional UNEVOC centres, TVET institutions and other relevant TVET actors. The forum facilitated panels of experts for the discussion and exchange of experiences by mapping contemporary issues and showcasing skills development strategies, approaches and innovative practices in the areas of GTVET and skills development for youth in the region.

The Forum was organized in nine different sessions. Two keynote sessions were devoted to youth employment and skills development, and GTVET. Ten promising practices (PPs) on the two themes were presented and debated in two panel sessions. Two other panel sessions were devoted to presentations by speakers from international agencies, regional



Participants of the Africa regional forum

organizations, development partners and the private sector. One session enabled the UNEVOC Network regional coordinators and cluster coordinators to present regional perspectives, experiences and lessons learned, as well as the challenges facing the UNEVOC centres. A session was devoted to an analytical wrap-up of the main issues debated in the keynote addresses and highlights of the different sessions.

The first session was devoted to two keynote presentations on the theme of youth employment and skills development, and the promotion of employability in Nigeria. In the second session, a panel of five experts presented evidence-based PPs that highlighted ways in which collaborative curriculum design is used as a means of teacher professional development in the context of a National Qualifications Framework (NQF) to promote skills, youth empowerment and entrepreneurship in the region.

The keynote speakers on the second theme provided a detailed presentation of the agenda, issues and challenges for advancing greening TVET (GTVET). In the panel session on GTVET initiatives in Africa, five PPs were presented. The panel session on inter-agency perspectives concentrated on the perspectives and approaches of international organizations shaping global policies on youth and skills as well as GTVET. There was also a presentation on the Inter-Agency Task Team, a core group of UN agencies working in TVET and providing a knowledge management platform for youth employment and for promoting policy dialogue, capacity-building and resource mobilization.

The final panel discussion on the role of regional organizations and other partners enabled representatives from the Economic Community of West African States (ECOWAS), the African Development Bank and the private sector to elaborate on the significant role they were playing in the dynamic landscape of TVET systems. The last sessions were devoted to the importance of the UNEVOC Network in the Africa region and elsewhere. Both sessions dealt with ways to move forward. The main highlight of these sessions was the role of UNEVOC centres in developing partnerships and synergies at all levels in the region to face the challenges posed by the challenges of youth unemployment and of GTVET. Specific follow-up actions were proposed.

Introduction



Background and context

The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (TVET) in collaboration with the Nigerian National Board for Technical Education (NBTE) convened the Africa Regional Forum in Abuja, Nigeria, on 17 and 18 September 2013. It provided a platform for networking and dialogue involving international agencies, development partners, the private sector, regional UNEVOC centres, TVET institutions and other relevant actors.

Objectives

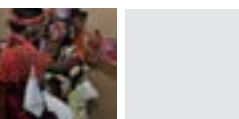
The forum's objective was to provide an opportunity for UNEVOC centres and TVET experts in Africa to address contemporary challenges with regard to the quality of TVET delivery, and demand-driven approaches to advancing GTVET and skills development for youth. Thus it provided a platform for sharing knowledge, experiences and promising practices (PPs) in TVET, focusing on GTVET and skills development for youth in the region. The objective was also to reinforce and extend regional networks and partnerships for advancement of TVET transformation towards regional harmonization and resource mobilization, and to further strengthen the UNEVOC Network consolidation process in the region.

Participants

This forum brought together over one hundred participants from eighty-seven organizations, including UNEVOC centres in Africa, TVET institutions in the region, government agencies, non-governmental organizations (NGOs), community-based organizations (CBOs), international development partners, regional bodies and the private sector. The participants came from fifteen countries: Botswana, Cameroon, Ghana, France, Germany, Jamaica, Malawi, Mauritius, Kenya, Mozambique, Niger, Nigeria, Senegal, Switzerland and Uganda.

The discussion outcomes, recommendations and evidence gathered from the selected PPs that were presented will be used as regional inputs to the UNESCO-UNEVOC plan of action for 2014.

Opening session



Chief Barrister Nyesom Ezenwo Wike, Honourable Minister of State for Education of Nigeria, chaired the opening ceremony, in the presence of Engineer Mike Onolememe, Honourable Minister of Works of Nigeria, the permanent delegate of Nigeria to UNESCO, H. E. Mrs Mariam Y. Katagum, the director of Nigeria Tertiary Education, Hajiya Hindatu U. Abdullahi, Permanent Secretary Federal Ministry of Education, Dr MacJohn Nwaobiala, the Executive Secretary of NBTE, Dr M. A. Kazaure, and Ms Dagmar Winzier, representing the Head of the UNESCO-UNEVOC International Centre.

Dr M. A. Kazaure, welcomed all the participants to the UNESCO-UNEVOC Regional Forum Africa “Advancing TVET for Youth Employability and Sustainable Development”, hosted by the NBTE Centre of Excellence, one of the UNEVOC centres, and a coordinating centre for West Africa. For Dr Kazaure the forum was timely, with the establishment of the Nigerian President Transformation Agenda to ensure sustainable national development through youth empowerment. In support of the Transformation Agenda, NBTE has strengthened its quality assurance mechanism for the production of skilled middle-level employees for the country, in addition to a wide range of industry-driven schemes geared towards imparting employability skills in youth. The executive secretary commended UNESCO-UNEVOC for selecting the NBTE Centre of Excellence as a UNESCO-UNEVOC centre, and appreciated the efforts of the Minister of Education for her support in approving the

collaboration with UNESCO-UNEVOC. He expressed the earnest wish to see the NBTE Centre of Excellence upgraded to a Category II UNESCO centre.

After this speech two video clips were shown, of the UNESCO-UNEVOC International Centre and of the NBTE. The clips provided visual evidence of the nature of activity undertaken by both institutions.

The UNEVOC video clip showed how the UNESCO-UNEVOC International Centre aims to be a hub of resource-sharing, knowledge development and management and facilitation of evidence-based diverse policy approaches throughout the world. Through the work of the centre, UNESCO has managed to place TVET higher on the UN agenda. Its mandate is to promote and support countries to implement quality TVET, enable lifelong learning processes and access to education for all. UNEVOC provides services in the areas of global networking, capacity development, advocacy and resource sharing.

The NBTE video clip portrayed NBTE as the regulatory agency for TVET in Nigeria. The Board, under the Federal Ministry of Education, supervises all aspects of TVET in the country outside the universities. It sets standards, develops curricula and accredits programmes in technical institutions. The NBTE set up the Centre of Excellence for TVET at Kaduna, which is a coordinating UNEVOC centre for the Economic Community of West African States (ECOWAS) sub-region. The centre supports capacity building for TVET personnel, promotes innovation and enhances partnerships.

Next, Ms Dagmar Winzier from the Bonn International Centre, speaking on behalf of Professor Shyamal Majumdar, Head of the UNEVOC International Centre, expressed Professor Majumdar’s regrets at not being



© NBTE Guest and speakers during the opening session (From right to left) Director Tertiary Education, Federal Ministry of Education, Hajiya Hindatu Umar; Nigeria's Permanent Delegate to UNESCO Ambassador Mariam Katagum; Permanent Secretary Federal Ministry of Education Dr MacJohn Nwaobiala; Supervising Minister of Education Chief Barr Ezenwo Nyesom Wike; Executive Secretary NBTE, Dr M.A. Kazaure, mni; Representative of the Head of UNEVOC, Bonn Germany, Ms Dagmar Winzier and Director NBTE Centre of Excellence for TVET Dr M.S. Abubakar

able to attend the meeting personally, and his hope that it would prove an excellent, intense and fruitful meeting. She also expressed his earnest hope that it would be possible to follow up on the suggestions and final recommendations of the forum.

Ms Winzier also expressed her own delight for the opportunity to be involved in the forum. She explained how TVET is one of the top priorities of UNESCO, and how it has gained increased attention from other similar international organizations as a common priority for many multilateral funding agencies. UNESCO, the educational arm of the United Nations, has formulated a TVET strategy which lays out its approach to promoting TVET and skills development within the broader lifelong learning framework. In the context of the meeting, she stressed that the third TVET congress in Shanghai in May 2012 called upon UNESCO-UNEVOC to follow up on these two important aspects to promote, transform and scale up TVET.

The honourable minister, Mr Wike, expressed his satisfaction at participating in the TVET Forum. He reiterated that skills acquisition is necessary for industrial development. He emphasized the need to accord full and committed attention to TVET, for the realization of economic and industrial development, and to provide a basis for maintaining competitive advantage. The minister explained that TVET is one of the critical component of the government's four-year strategy aimed at the development of the education sector with increased funding. He reiterated the government's commitment and support for the National Vocational Qualifications Framework (NVQF) and described how the TVET curriculum needs to be updated continuously in line with current industrial demand.

The opening ceremony ended after a vote of thanks by the director of the NBTE Centre of Excellence for TVET, Dr. Muhammad S. Abubakar.

Summary of sessions and discussions

Keynote addresses on youth employment and skills development

In order to increase youth employment and enhance skills development, both keynote addresses laid emphasis on the need to revitalize and promote regional integration, ensuring that young people are

equipped with social and market-related skills which will enable them to be well-integrated young adults as well as competitive at national, sub-regional and global levels. In the new global economy, young people need to acquire more than just basic education, and the current rate of globalization and regional integration should influence curricula. Investing in education and skills development for young people should go beyond increasing basic literacy rates to assure dynamic, multifaceted knowledge-building at higher and tertiary levels, including TVET. This will go a long way in preparing young people for the evolving labour market. There is a need to change Africa's approaches, attitudes and priorities concerning TVET. Africa must nurture a highly educated, healthy and skilled population that can imbibe the technology and build the infrastructure that is indispensable for progress. Africa must think outside the box as it wages an effective war on mass unemployment. Finally Africa should adopt a multi-sectoral approach, involving governments at all levels and a robust system of public private partnerships.

'Youth employment and skills development perspectives' by Dr Joseph Ngu, deputy director of the International Bureau for Education (IBE)

Dr Ngu began by giving a global picture of the challenges faced by countries concerning youth employment and skills development. He then reviewed how the African region was addressing youth education and employment nexus within an increasingly complex and rapidly changing global environment. He went on to highlight the various strategies proposed to harness the employment benefits of youth education, and summarized some of the best practices in linking education to employment in various countries of Africa.

He quoted some key findings of the International Labour Organization's (ILO's) Global Employment Trends for Youth 2013 report:

- The long-term impact of the youth employment crisis could be felt for decades;
- 73.4 million young people – 12.6 per cent of the age group – are expected to be out of work in 2013, an increase of 3.5 million between 2007 and 2013;
- Apart from this worsening figure, the report illustrates persistent unemployment, a proliferation of temporary jobs and growing youth discouragement in advanced economies as well as poor-quality, informal subsistence-level jobs in developing countries.



Participants of the meeting

Although many employers argue that there are critical skills shortages, there is massive youth unemployment. Various surveys conducted on employers in developed and developing countries point to their constant complaints that they cannot find enough skilled entry-level workers, indicating a mismatch between what employers are looking for and the skills youth are offering in the labour market.

According to the Economic Commission for Africa's (ECA's) Africa Youth Report 2011, Africa is a continent of the young, with more than sixty per cent of the population below the age of thirty. This poses peculiar challenges, in terms of the nature and level of education provision for young people and the possibility of employment. However, there are positive signs for Africa with one of the fastest-growing economies in the world. While global growth declined by 2.7 percent last year, Africa bucked the trend and grew at five percent. Notably, all African sub-regions grew faster than the global average, with the highest rate being 6.3 percent and the lowest one 3.5 percent. In August 2011 the African Heads of States Summit in

Malabo, Equatorial Guinea, adopted ground-breaking decisions and resolutions concerning young people. The African youth made their voice heard in the African Youth Forum on critical issues such as financing for youth development, implementation of youth policy, and structures needed for coordination. They also made recommendations that should be taken into regard by the Heads of States Summit for their decisions.

He ended the keynote address by reminding participants that as Africa revitalizes and promotes regional integration, it needs to ensure that young people are equipped with social and market-related skills which will enable them to be well-integrated into the labour market and the society. Current efforts have gone into building young Africans' knowledge and skills through the provision of basic levels of education and TVET. However, in the new global economy, young people need to acquire more than just basic education, and the current rate of globalization and regional integration should influence curricula. Investing in education and skills development for young people should therefore go beyond increasing basic literacy

rates to assure dynamic, multifaceted knowledge-building at higher and tertiary levels, including TVET. This will go a long way in preparing young people for the evolving labour market.

‘Promoting employability: the case of Nigeria’ by Professor Mallam Abubakar Mohammed, director-general of the National Directorate of Employment, Nigeria

Mallam Mohammed started his address with the historical perspective of TVET development in Nigeria over the last 50 years, emphasizing that the target of educational expansion in Nigeria was education for employment rather than for employability: what he called the upstream sector of unemployment. The mainstreams of education have remained largely academic. The expansions in the Nigerian educational system, enrolment, drop-out rates, failure to gain access to tertiary institutions, rapid population growth, skills mismatch, the failure of the global economy and the unfair consequences of globalization, most especially to the third-world countries, all contribute to the downstream sector of unemployment.

Mallam Mohammed then described the national spread of the National Directorate of Employment (NDE) initiatives, for example to sustain core programmes/schemes with a credible institutional capacity, government economic reform programmes and other programmes supporting employability. Despite the notable strides in the NDE in the last twenty-seven years, the issues of mass unemployment and poverty seem to have remained a recurring theme in the struggle for sustainable socio-economic development. The missing link, according to him, is the gap between the current system of education and the skills required by employers in a fast-globalizing world.

It has therefore become imperative to think outside the box in order to struggle with mass unemployment. A multi-sectoral approach involving governments at all levels and a robust system of public private partnerships is a step in the right direction. The private sector is an essential player as government cannot shoulder the responsibility alone. Therefore, adequate investment in education for employability is necessary. The cost of reversing unemployment in individuals is about a thousand times more than what is needed to provide them with suitable pre-employment education in the first instance.

Mallam Mohammed ended his address by expressing his satisfaction at the forum, commenting that this type of initiative was essential to enable social

partners to collectively share ideas with the hope of putting youth on the path of decent employment as agents of social progress and sustainable development.

Discussion

The ensuing discussion revolved around the issues of employment and employability, and how these relate to sustainable economic development. Participants were of the view that a good TVET reform needs to focus on the employability of TVET graduates, and that employment is dependent on economic systemic reforms. They agreed that good TVET programmes do not in themselves create or ensure employment. The employment rate will only improve when synergies between TVET providers, students and employers are fostered. They should all three be properly aligned for economic reform and development to be sustainable and create sufficient jobs for youth. It is also necessary to adjust examinations, certification and other forms of assessment to be in line with the realities on the ground, so that students are exposed to both the available technology and relevant skills development. Thus, it is urgent that there be a greater professionalization of TVET teachers, improved TVET curricula and programmes, and entrepreneurship initiatives to increase employability of youth. Finally, it is necessary for the informal sector to be properly harmonized with both economic systems and training institutions.



Dr. Muhammad S. Abubakar, Director NBTE Centre of Excellence for TVET



Cultural programme

Youth and employability initiatives in Africa

This session was devoted to a presentation of regional issues, and trends in youth workforce development and employment related skills acquisition, both globally and in the Africa region. It provided a framework for discussing youth employment trends, with a focus on employability, skills development, vulnerable and disadvantaged youth, models for youth participation, and youth entrepreneurship. The session illustrated different possibilities on how to overcome youth unemployment and thus improve people's quality of life. Especially effective partnerships between the public and the private sector seem to be able to face the challenge of youth unemployment. Dr. Mathews Phiri, director of the Botswana Training Authority (BOTA), chaired the session, and five promising practices from Botswana, Nigeria and Ghana were presented.

'Vocational education and training premised on the Botswana National Vocational Framework' by Gillian Keneilwe Mmolotsa

The speaker presented the evolution of the regulatory body for coordinating all vocational training initiatives in Botswana, which was a result of the Revised National Policy on Education (1993). The emergence of the Vocational Training Act of 1998 gave birth to BOTA, which was given the responsibility of establishing and implementing a Botswana National Vocational Qualification Framework (BNVQF) to

develop national unit standards and qualifications below technician level. The major part of the presentation was on the processes of BOTA and its added value in the context of the BNVQF.

At first, Ms Mmolotsa highlighted the process for developing the unit standards and qualifications. This called for setting up a group of twelve subject matter experts, under the guidance of a trained facilitator. The facilitator serves as a process expert, and provides detailed job analysis including the content of industry recognized unit standards and a solid research base upon which to identify relevant competencies. Another panel of experts designs and develops assessment materials based on the contents of the unit standards. A third panel then moderates the assessment materials. BOTA provides guidance to training institutions that wish to offer programmes aligned to the unit standards on curriculum development, after which the curriculum/programme is submitted for accreditation with BOTA. Thus, learners are confident that the regulated training system they receive from training institutions will enable them to cultivate a spirit of entrepreneurship and self-reliance should they wish to start their own enterprises on completion of their studies. Those who wish to embark on higher learning can transfer credits.

The knowledge, skills and attitudes acquired from learning experiences are those that employers require. Employees who acquire indigenous skills in the informal setting gain formal recognition used for earning livelihoods.

'Skill acquisition for youths in Nigeria' by Isah Mohammed Gambo

The second presentation described work at Kaduna Polytechnic. It has established a Centre of Technology Entrepreneurship Education and Development (CTEED) in order to ensure that the youths who pass through its thirty-eight academic departments get the important skills they need in order to generate self-employment, and perhaps go on to employ others. The aim is to educate students to graduate with the right attitude and skills for creativity, innovation and management. The polytechnic took this initiative because the Federal Government of Nigeria directed that teaching of entrepreneurship education be incorporated into all programmes offered in tertiary institutions as a mandatory course.

Kaduna's Department of Hospitality, Leisure and Tourism Management served as an example. Through the CTEED it has ensured that the necessary entrepreneurship skills are imparted not only in theory but also through practical work. The presenter gave examples of hospitality courses in which the concept of entrepreneurship is solidly ingrained. The emphasis is on ways in which young people can acquire sufficient knowledge and skills to start their own businesses, make a decent living and stay off the streets. If they achieve this, they could not only generate income for themselves, but also go on to employ others.

Mr Gambo described the steps adopted to turn the students into entrepreneurs. Facilitators help trainees to write proposals which are assessed and amended until they receive approval. The trainees then execute their proposal, and write a report (with photographs and other illustrations) on their project. The success of the projects is attributable to good supervision and the determination of facilitators and students, based on the curriculum developed by CTEED.

'Teacher professional development through collaborative curriculum design in Ghana's polytechnics' by Marie Afua Baah Bakah

The next presenter described a collaborative approach for curriculum design in Ghana's polytechnics to improve instruction methods. This approach was adopted to support teachers in redesigning Higher National Diploma (HND) courses so they will fit to workplace skill demands. During the project, teachers' learning methods were investigated. The design-based research approach involving mixed methods of data collection was used with six teams of teachers during a three-year period. Teachers and managers in four polytechnics were consulted in a study to identify the

teachers' learning needs. The results revealed that teachers wanted to visit industrial settings relevant to their subjects, in order to update their knowledge and skills concerning current technologies. With improved knowledge of the required course content, they would then be in a position to actively engage in curriculum design.

Based on these findings, two polytechnics conducted intervention studies in which engineering teachers in design teams updated their HND courses. They visited industrial settings to obtain information on how technological advances were applied in industrial operations as well as in operating machines and equipment. This information was used in updating courses and curricula. Afterwards students were asked to evaluate the initial try-outs of the courses. It was found that teachers working together in design teams had successfully redesigned their courses, and that this had a positive impact on their knowledge and classroom practices. They had acquired subject related knowledge and skills, curriculum design skills, and had collaborated effectively to enhance subject matter dialogue and interaction. A final study was conducted after the interventions to establish the sustainability and potential for large-scale implementation of design teams in the polytechnics, eighteen and eight months after implementation of the first and second intervention respectively.

'Entrepreneurship Development Programme: Yaba College experience' by Innocent Akhuesonkhan

The presenter briefly explained the historical background to the Yaba College of Technology's Centre for Entrepreneurship Development (CED), which was established in 2003 to reduce the escalating and disturbing rate of youth unemployment in the country, especially among school leavers and graduates from polytechnics and universities. The aim in creating the centre was to fully inculcate a self-reliance culture, and motivate graduates not just to be job seekers but to take the initiative and start up a business on their own and/or in partnership with like-minded people.

The CED conducts entrepreneurship training courses for young people that are seriously motivated to start their own business. It teaches participants how to test the feasibility of their business ideas and how to write a business plan. The centre also teaches business skills in marketing, production, and bookkeeping. The students acquire attitudes on how to manage an enterprise and study the behaviour of successful entrepreneurs. Advisors are assigned to participants to assist them during the training course.

The CED believes that a trained and motivated entrepreneur with a good business plan is the formula for success, as microfinance banks all over the country are waiting for good projects to finance. CED is presently a federal government institution with linkages to NGOs, the Manufacturers Association of Nigeria (MAN), the Federal Institute of Industrial Research, Oshodi (FIIRO), banks and other bodies. CED training lasts between one and four weeks. At the end of the training, participants are awarded a certificate of participation or completion (if they have successfully completed the course).

'Youth and Women Economic Empowerment Initiative in Nigeria' by Sola Aliu

The Youth and Women Economic Empowerment (YWEE) Initiative is fundamentally a local economic development (LED) programme focused on poverty eradication at the grassroots level. It uses the people participatory approach (PPA) popularized by the Grameen Bank. The implementation strategy targets tackling ignorance, disease, dishonesty, apathy and dependency. LED implementation is an interactive multi-stakeholder process that requires proactive contributions by all players involved. LED also incorporates regular knowledge and information sharing to facilitate proactive participation and downward accountability.

The programme focuses on the empowerment of communities, using community resources and skills, to enable small businesses to take advantage of economies of scale in their operations through joining focused trust groups and cooperatives. The goal is the creation of a sustainable access to financial services and income-generating opportunities by low-income people (youths and women in particular). The mission is to establish a sustainable network of self-reliant local communities that can generate viable business ideas and embark on continuous self-improvement. The focus of activities is on developing entrepreneurs at the grassroots, building their capacity and capability to organize and manage community/private enterprises, and on providing inputs into other government socio-economic development programmes.

So far the initiative has developed numerous empowered entrepreneurs, and created a solid network of self-reliant local microfinance institutions (credit unions) offering a full range of financial and non-financial services to their members. Sustainable employment and income-generating opportunities have been created at the grassroots. The YWEE has created a technology park which serves as value-addition hub for local products.

This has established marketing systems and market information services for efficient production practice, a local culture of micro-savings and micro-credits, and has reduced drastically poverty in participating communities at the end of the fourth year. It has also created an avenue for the continuous enlightenment of grassroots communities.

Discussion

The presentations on the PPs generated discussions particularly on the NVQF, entrepreneurship education and teacher professional development.

The Ghanaian case of professional development for TVET teachers is an excellent example of multi-stakeholder collaboration. It involves curriculum design, instructional practices for teachers, collegial interaction among colleagues, collaboration and partnership between polytechnic and industry; as well as stronger engagement of the industry and the students.

Some of the participants tried to compare the Nigerian NVQF with the one of Botswana, discussing about similarities and ways of development procedures in both countries. They referred to common operational practices and issues, such as setting and establishing standards through accreditation, maintenance and continued improvement of standards, how to create a compliance culture, and the nature and composition of the standard-setting task forces of NVQF staff. It became clear that developing a NVQF is labour-intensive and quite expensive for example expenditures for development workshops or stakeholder consultative meeting/workshops. Another issue raised was related to Staff release and its consequences. The key issue is to ensure that all qualification frameworks provide guarantees to industry that the graduates are employable and have the requisite competences to increase productivity and deliver services.

Questions were raised on entrepreneurial skills acquired by students, whether the skills aided them in getting jobs, and how they go about generating their own employment and obtaining funds. Another speaker criticized the Yaba model, in which student are expected to choose between designated areas for their entrepreneurship practical experience, and rather suggested a system where students were allowed to choose freely what kind of business they want to set up. All entrepreneurship initiatives must be socially, culturally, economically and environmentally sustainable, and capable of being replicated in other communities in order to fight against the scourge of poverty.

The authors of the PPs will revise their papers based on the feedback and discussions on youth employability and skills development in the forum, and resubmit the documents by 31 October 2013 with a view to subsequent publication. The main criteria to be used relate to the context and objectives of the initiative itself, its innovative aspect, its educational, economic and social impacts, and the measurable results. Finally, they will also look at the political, social, economic, geographic or cultural aspects that make the model transferrable to other contexts and scalable to other regions or countries.

Keynote addresses on GTVET

The implementation of the concept of sustainable development (SD) is one of the central challenges faced by the world today. GTVET is the strategic entry point to shape a world of work that contributes to social cohesion, promotes environmentally sound SD, and ensures economic welfare. This session addressed global, national and institutional activities and measures, in response to changing job opportunities and required skills that a green development agenda implies. The focus was on how TVET for SD is being handled globally and in the African region, and how it can contribute to developing, strengthening and disseminating sustainable thinking and acting. The presenters pointed out that TVET has to be transformed and scaled up to achieve a green economy. This new type of economy needs new and adapted skills and knowledge. Thus 'green job concepts' have to be drafted and applied.

'Advancing the greening TVET (GTVET) agenda: issues and challenges' by Ms Dagmar Winzier

Ms Winzier started her presentation by explaining how conventional production and consumption patterns are unsustainable, since development in the last century followed a primarily economic track, ignoring both environmental and social sustainability. Despite the Decade of Education for Sustainable Development (DESD) the educational response lags behind the qualification needs of the labour market. There is a strong demand for green skills and knowledge that should be integrated into existing occupations or replace outdated qualifications. These green qualifications should meet the job requirements in the emerging green industries. Though at present, the UN Environment Programme (UNEP) worries about a shortage of skilled labour in the green economy.

The speaker then explained how UNESCO-UNEVOC had been shaping the GTVET agenda since 2004. The Bonn Declaration identified TVET as the master key to achieve SD. Between 2004 and 2009, UNEVOC was engaged in advocating GTVET through networking and knowledge sharing. In the second Bonn Declaration (2009), participants pledged to promote ESD through both formal and informal education, and to reorient education and training to address SD through coherent policies. In practice, this meant integrating ESD into curricula as well as in teacher and trainer education and training programmes. Furthermore, mechanisms and strategies should be developed to make institutions greener. Following up on these declarations, the International Experts Meeting in 2011 committed to implement GTVET in all national education systems as stated in the DESD agenda. In a three-tier approach, GTVET should be implemented and developed at global, national and institutional levels.

A holistic approach is necessary to transform TVET on an institutional level. The greening process should comprise activities and measures on campus, curriculum, research, community and culture.

Ms Winzier went on to describe the global response through the actions of the Inter Agency Working Group (IWG), whose main objectives are to raise awareness and advocacy of GTVET, provide information and share knowledge, develop new learning resources and build more capacity. The five major principles of the New Sustainable Development Strategy (NSDS) are



Ms Dagmar Winzier



Participants of the meeting

country ownership and strong political commitment, an integrated and coordinated approach, broad participation and effective partnerships, capacity development and an enabling environment, and a focus on outcomes and results.

She ended the keynote address by mentioning the major challenges at different levels. At policy level the challenge is to incorporate the GTVET framework into the NSDS. There is also the major task of developing the capacity of teachers, trainers and their curricula and teaching and training programmes. Another challenge is to reinforce partnership processes, and finally there is a great need to ensure that a holistic approach is taken to integrating GTVET into all forms of education and all industrial sectors.

‘Key issues, achievements and challenges in the institutionalization of GTVET in Nigeria’ by Professor Godwin Onu

Professor Onu started by saying that the importance of GTVET is linked to the need to provide trainees with 'clean and green' skills to work in jobs in evolving green industries. Nigeria is gearing up to spend money on green construction, green energy and resource efficiency for example by erecting wind turbines and solar panels as well as by constructing and refurbishing environmentally friendly buildings. The challenge for TVET is to reorient and redirect its curricula and training programmes and elaborate training methodologies to get graduates with skills fitting the needs of a green economy. These skills and competencies are needed at different levels and stages of skills formation.

Professor Onu went on to elaborate on the five dimensions already mentioned by the previous speaker (greening the campus, greening technology, greening the community, greening research and greening culture). For each dimension, the speaker gave details on how it was being implemented in Nigeria.

TVET institutions are applying methods for calculating and measuring carbon emissions, energy consumption, resource use and power generation. The aim is to jump-start a process of assessing how and why a wide range of environmental problems have developed. The data obtained will be used to set goals for environmental improvement, and develop practices and processes needed to achieve this goal. Transitioning to a sustainable campus engages the administration and organization as well as the staff and the students. A sustainable campus programme will address the need for improving economic efficiency and protecting and restoring the well-being of its users. Concerning green technology, Professor Onu went on to describe how to integrate SD into the curriculum, and to list new courses oriented to SD.

He suggested that a template of 'green-adopting communities' is one way to provide a platform to reach out to communities, share campus-wide practices in SD, build capacity and extend the necessary assistance to communities to kick-start SD across communities and societies at large.

As for greening research, he mentioned that environmentally oriented research has a vital role to play in developing solutions for example to generate resources and materials for energy reduction. Campus-wide initiatives in applied research will provoke new research areas. At present, the core research areas in TVET are renewable energy, eco-material development, new building architecture and green innovation. The speaker also presented projects of the Federal Polytechnic Oko, where the Unit of Renewable Energy Research and Development has produced bio diesel from *jatropha curcas* seeds used to power diesel engines or solar dryers for the drying of agricultural products.

Finally, to foster a green culture, he proposed the need to reflect on the provision of values, on the impact of lifestyle choices and habits of individuals, and on the relevance and perceived impacts of certain values and cultures held by other communities, and their applicability to consumption and production of actions as a result of certain ethnic beliefs.

He ended his keynote address by mentioning that Nigeria will overcome the obstacles to realizing green growth by providing the right sort of knowledge and getting the priorities right. Policies are needed to assess the political and economic realities, the availability of technology and innovation, and to engage the private sector in design and implementation of green solutions. These would help

Nigeria migrate from a 'brown economy to a green economy'.

Discussion

The keynote addresses were followed by discussions particularly centering on greening concepts and green curricula as well as on the meaning of greening and its implications for TVET. Participants expressed the need for continuing training to acquire competences for greening the economy, and reminded policy-makers that decisions for GTVET and SD in general should be based on reliable and binding guidelines based on research and data-driven initiatives. Many participants agreed that GTVET can help to ensure that TVET will be on a better pedestal for competitiveness in the near future. The question was raised whether GTVET will have a positive impact on employment and employability, particularly for young people.



One participant during the discussion

GTVET initiatives in Africa

Recognizing its multidimensional impacts, GTVET strategies call for a holistic approach in designing concepts to promote green innovation and green growth. A collaborative effort is required to develop GTVET competences. This session allowed participants to share experiences on promoting GTVET at a national level. Particular attention was given to new experiences and ground-breaking practices in green skills development through TVET in Nigeria, Kenya, Mauritius and Mozambique. Dr. Teeluck Bhuwanea chaired this session, which mainly focused on African examples concerning TVET teaching and training as well as curriculum development and development of new methodologies related to SD/GTVET and improvement in technology, the economy and positive social change.

‘Greening the curriculum and instructional materials development in the Department of Education (Technical), Kaduna Polytechnic’ by Daniel M Dangana



Dr Teeluck Bhuwanee

The department of education at the Kaduna Polytechnic succeeded in developing green curricula together with new instructional materials. A project team was established to initiate activities for the next two years in order to reorient and redirect the curricula, teaching and training methodologies as well as polytechnic's TVET programmes to provide the graduates with skills and knowledge according to the UN-Agenda for SD. Thus it will be possible to improve the process of integrating SD into the TVET system. Over the course of the project awareness on SD issues among staff and institutional administrators has increased and the educational staff gained competences to apply new methodologies to provide the students with green skills and knowledge so that they will be employable in the emerging green job sector. The project is still ongoing and has not yet been fully evaluated.

Apart from the greening issues the project aims at enhancing the ability and skills of lecturers in the utilization of ICT in order to apply e-learning methods.

‘Youth empowerment through greening the curriculum in Kenya and youth employment through green jobs’ by Joy Kasandi Kalemba

In the first part of her presentation, Ms Kalemba listed some of the challenges youth is facing in Kenya. Therefore Youth polytechnics (YPs) in Kenya provide young people with technical, vocational, industrial education and training skills that will lead to employability. Thus YPs revised their curricula by integrating green skills and knowledge taking

into regard labour market needs. This first period of revision – a pilot project – lasted from 2008 to 2011, and was carried out in over 100 well-equipped YPs. This pilot project included a mobilization of stakeholders and resources following a baseline survey carried out on the existing curriculum in 2006. Data was collected from all stakeholders. Specialist course panels developed the curriculum and presented their research report to technical course panels and education academic boards for approval and eventual implementation in pilot schools.

In the final second part of her presentation, Ms Kalemba reported of the pilot testing of the recently developed "green curriculum", including pertinent issues of SD. The curriculum to carry out the agribusiness course for example, comprises pertinent issues such as tree growing, tree nursery operation, pollution prevention, solid waste disposal, use of recycling paper, organization of environmental and health clubs, community clean-ups, clean energy, fish farming, bee keeping and greenhouse technology. After the testing phase, this curriculum is now due for review and (possible) modifications by end of June 2014 with the aim of national implementation in over 800 public YPs and other tertiary institutions in Kenya.

‘The role of the Pedagogical University in promoting renewable energy in Mozambique’ by Uranio Stefane Mahanjane

The Pedagogical University of Mozambique has developed courses in renewable energy, energy efficiency and sustainable use of materials in rural areas of Mozambique. These courses equip each participant with knowledge and skills so that they know how to generate, distribute and use different forms of renewable energies; they gain skills and knowledge to plan and install photovoltaic systems and understand technical, economic and social impacts of renewable energies. So far thirty (mixed) participants and seventeen teachers have installed small solar systems for houses/huts in rural areas. As a result more than 100 children can use electricity in rural areas also to have longer and better light to learn in the evening.

This project has increased the interest not only of rural populations to use more solar energy, and thus act environmentally friendly. It is also a good example of partnership between different stakeholders: the Ministry of Science, local governments, local schools, the partner organization Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), local associations and the Presidency. Main lessons of the project are that sustainable technologies will only be

used if technicians and all other people involved are equipped with those skills that are needed to install, maintain and service renewable energy technologies that are able to improve the standard of living and restore the quality of the environment especially in remote areas.

‘Evergreen – Nigeria’ by Ms Amina L Abdullahi

The main objectives of Project Evergreen are to implement an integrated strategy that addresses the challenge of desert encroachment and to provide related training workshops to empower unemployed youths and women with adequate occupational skills. Enactus Kaduna Polytechnic provided the participants with entrepreneurial and leadership skills to run small businesses and to solve problems that might occur in this context. As a result of this project, the people of Kaita, Mai-ada, Gumbi and Dundaye can now generate income and can afford quality education, and the small businesses established create job opportunities. The project was structured on a three prong approach: i. introduction of technology and innovation (i.e., briquette machine and briquettes; the energy efficient save 80 stove) ii. community empowerment through skills acquisition and commercialization of briquettes iii. extensive environmental campaign and community sensitization. Through the sensitization program, gender inequality was tackled, women have been empowered to contribute to family income and now have a voice to champion issues of the environment and decision to provide for the family; cooking is now healthier and hygienic as less fumes are inhaled; curbed indiscriminate tree felling. Empowering them with entrepreneurial skills to generate income; through the production, use and commercializing of the sales of briquettes the people are able to establish cottage industries to create a source of income.

‘Mauritius Ile Durable’ by Mr Pradeep Joosery

In 2008, the government decided to make Mauritius a model of SD within the context of Small Islands Developing States (SIDS), which led to the concept of the Mauritius Ile Durable (MID) project. This is an example of an integrated approach aiming to facilitate economic growth that respects the limitations of natural resources; a growth that is delivered by an empowered population, able to grasp the new opportunities of a green economy; and one that distributes wealth equitably. The strength of the project lies in the fact that it helps to develop an integrated planning approach to optimize the use of limited resources. It creates opportunities to bring about behavioural change at all levels towards the attainment of MID. While it explores opportunities

to develop public private partnership initiatives, it also ensures that all training programmes developed include the principles of MID alongside statutory obligations. That way prime agricultural land and environmentally sensitive areas are protected.

Discussion

Participants pointed out that TVET has to be transformed and enriched by green skills and knowledge to create a sustainable future. There are many SD initiatives, but pervasive practical research is necessary e.g. to develop and use environmental friendly technologies, to spare resources and materials and to recycle waste material.

The greening process is an ongoing one. There is a need to monitor changes in technology and adapt it so as to lead to SD. Training institutions need to collaborate and synergize with industry and the economy in general, so that they understand what skills are needed in the labour market and that they are geared up to provide them. Strategic choices are necessary in order to reduce wastage of scarce resources and support SD. The greening process will have an impact on advanced and advancing economies and industries as well as on rural development, particularly in the least developed countries. TVET will play a decisive role in this greening process by providing green occupational competences for the industrial, handicrafts and agricultural sectors.

The authors of the PPs will revise their papers based on the feedback and discussion on GTVET, and resubmit the documents by 31 October 2013. The main criteria to be used relate to the context and objectives of the initiative itself, its innovative aspects, its educational, economic and social impacts, and measurable results. Finally, they will also look at the political, social, economic, geographic or cultural aspects that make the model transferrable to other contexts and scalable to other regions or countries.



Mr Pradeep Joosery

Interagency perspectives

Development agencies have a significant role to play in the dynamic landscape of TVET systems. The focus of this session was the perspectives and approaches of international organizations shaping global policies on youth and skills as well as GTVET, and how synergies are being created concerning ongoing and future



Ambassador Mariam Katagum

activities. Chaired by Ambassador Mariam Katagum, Nigeria's permanent representative to UNESCO, this session provided an opportunity for ILO and other development agencies grouped in the Inter-Agency Task Team on TVET (IATT) to illustrate their priorities in the African region. This session also allowed participants to get information on the activities of development partners on skills development and GTVET in West Africa.

In this session, the ILO representative Ms Sina Chuma-Mkandawire made a presentation of ILO's priorities and activities in the region. She emphasized the ILO Skills and Employability response, especially in the region. For her, a scarcity of workers with relevant education and skills constrains the growth of the productive formal economy. In many middle-income countries, high growth and productivity in some sectors intermingles with low productivity and unrelenting poverty in the large informal economy. Better education and training for young people, workers and entrepreneurs can accelerate the transition to the formal economy, but only as part of job-centred macroeconomic growth policies and a conducive environment for enterprise growth. When labour, education and other ministries, social partners, training providers and employment services work together, they can anticipate occupation and skill needs and target training towards meeting them. This requires investments in education and training,

fuelling technological advancement and economic diversification, which in turn promote the growth of both productivity and employment.

This was followed by a presentation by Herve Huot-Marchand from the UNESCO Dakar Office on IATT. IATT is a core group of UN agencies working in TVET, forming a knowledge management platform for youth employment and for promoting policy dialogue, capacity-building and resource mobilization. IATT works with technical and financial partners, with the ECOWAS centres of excellence and networks to offer operational support (technical expertise and financial resources) to countries. The main objective of IATT is to become a strong driver of innovative partnerships for revitalizing TVET and for linking the training market effectively to the employment market.

Discussion

The ensuing discussions emphasized the importance of all UN agencies and partners working together within the regional economic community (REC) to develop strong partnerships in order not to duplicate or waste resources. The main message was to use an integrated capacity development approach to solve the problem of education for youth employment through policy dialogue and national policy frameworks for TVET. Participants also urged the need for South-South learning partnerships. The final message was the importance of labour market information systems (LMIS) and for relevant data collection and management.

The role of regional organizations and other partners

As well as UN agencies, development partners and the private sector play a significant role in the dynamic landscape of TVET systems. Following the previous session on the perspectives of international organizations, this session provided an insight into the activities of other development agencies and the private sector in the country and the region. Chaired by Professor Mohammed I. Junaid, this session saw presentations from representatives of the African Development Bank, ECOWAS, the German Foreign Chamber of Industry and Commerce (AHK) situated in Lagos, Nigeria, the International Training and Support (ITS) GmbH – a private educational organization that cooperates with the Nigerian government and the Dangote Group of companies. They all recommended a greater synergy between national governments, development agencies and the private sector to increase youth employment and encourage the greening of TVET.



Professor Mohammed I Junaid

Ms Bola Olaoye, representative of the African Development Bank (AfDB), described the bank as a leading financial organization for socio-economic development in Africa. She provided some details on the bank's TVET-related projects in a number of African countries including Nigeria, South Africa and Tunisia. AfDB support has been holistic and all-encompassing, covering technical capacities, curricula, facilities and resources mobilization for TVET, including special gender support for girls. The bank has encouraged the inclusion of entrepreneurship in curricula, and making sure that schools are linked with the local community and industry to ensure that graduates have skills relevant to their environment. The bank's support is intended to ensure that there is human capital development.

Ms Rachel Ogbe of ECOWAS gave brief information on ECOWAS. She presented statistics for the sub-region, and the Education Commission's TVET programmes and their objectives. These TVET programmes improve the access of ECOWAS citizens to TVET of good quality at all levels of education, strengthen the training capacities of TVET institutions and personnel in the sub-region, and establish and/or promote TVET centres of excellence. Some of the major TVET programmes/initiatives by the ECOWAS Commission in collaboration with other development partners are the establishment and inauguration of the IATT with TVET partners in 2010, guidelines for RQF and NQF under the auspices of IATT, and the development of a roadmap for TVET revitalization.

Mr. Stephen Kehinde-Awoyele of the AHK gave a presentation on the German Dual Vocational Education and Training System and showed how it is applied in Nigeria. He manages a project that collaborates directly with chambers of commerce in three Nigerian states (Lagos, Ogun and Abuja) covering different

occupational sectors such as renewable energy, construction, production, health. One objective of this project is to alleviate poverty and support sustainable economic development in Nigeria. The project will eventually extend to other states of the federation. Through the project, relevant occupations (industrial mechanic, industrial electronic, technical facility management and office assistants) have been identified and existing curricula further developed and adapted according to the dual vocational training approach. Nigerian vocational trainers have been trained to successfully support and train school leavers/graduates and young adults. The presenter finally stressed the introduction of industry-based training as the most important of TVET provisions to increase the employability of young men and women.

Dr Paramjit Pabby presented for the Dangote Group of companies, one of the largest employers of labour in Nigeria, and now expanding into fourteen other African countries. The group's main businesses are the production of flour, sugar, salt and cement, and it is now moving into petroleum products. For Dr Pabby, the key to employability is threefold: development of primary infrastructure, rapid industrialization (which



Ms Annette Bauer

requires more investment in manufacturing) and development of the skills of the young population for gainful employment.

Information on the private educational institution International Training and Support (ITS) GmbH was presented by Ms Annette Bauer. This company was formed ten years ago by separating from the Donier International Foundation Ltd., a German civil aviation company that has been in operation in Nigeria for thirty-five years. ITS adapts the German syllabus for dual vocational education in different parts of the world, but at present with a focus on African

states. Most programmes target at initial training for young people for example in agriculture and entrepreneurship. Women constitute about 34 percent of the 562 graduates annually. The training includes 50–70 percent of practical work, and usually takes between two and three years. The company continues to evaluate and monitor graduates after their training finishes.

Discussion

The main message of this session was the absolute need to appreciate the value of involving the private sector in all TVET initiatives and learning from their practices. All the presenters pointed to the need to have development projects tied to the goals of the community or country of implementation. The participants estimated the German dual system, but they claimed that this systems had to undergo numerous modifications according to the countries' modalities. Furthermore the widespread informal economy has to be taken into regard. Nevertheless, a high percentage of practical training / workplace based training was appreciated.

As for the transfer of the German dual system to different national contexts, participants expressed some concern. Some felt it was difficult to adapt

it successfully to the Nigerian context, where the incidence of the informal economy was so widespread.

It was true that the private sector was providing a high percentage of practical skills training. It typically used state-of-the-art equipment, selected staff and students solely on merit, and used skilled instructors. The instructors were not necessarily Nigerian, and there was some concern about the tendency of training organizations to promote their own products. However, for the sake of sustainability, there were already plans to enable in-house staff to gradually take over management positions. It was also noted that there was an apparent disconnect between TVET institutions and industry. Private groups like Dangote and ITS typically train those joining their own workforce for a minimum of six months.

LMIS are also conspicuously missing in most African countries. This restricts the establishment and development of new and existing industry.

Participants of the meeting



UNEVOC Network regional coordinators' perspectives, experiences, lessons learned and challenges



This session provided an opportunity to understand the trends, challenges and opportunities of regional centres in Africa, as well as to learn what had been discussed in the two other regional forums held recently, in the Caribbean and the Asia-Pacific regions.

The regional presentation on the UNEVOC Network in the sub-Saharan Africa region surveyed the clustering of the centres in the three sub-regions: the West Africa cluster (introduced by Dr Muhammad S. Abubakar), the Southern Africa cluster (introduced by Dr Mathews Phiri and Mr M Caetano) and the East and Central Africa cluster (introduced by Professor John Simiyu). All the speakers described different activities taking place in the three sub-regional clusters, and mentioned the challenges faced by the region and the responsibility of the UNEVOC centres in meeting them. They also emphasized the opportunities that exist in the region for the development and expansion of TVET.

Dr Phiri reported on the Seoul Regional Forum on Advancing TVET for Youth Employability and Sustainable Development, targeting Asia and the Pacific (4–6 September 2013). He described the three-day event as an opportunity to strengthen regional harmonization, networking, partnerships and mobilization of expertise and resources. It also provided a platform to highlight innovative and evidence-based regional PPs in the fields of youth and skills, and GTVET. Eight PPs were presented, ranging from ICT-enabled career guidance to eco-entrepreneurship.

Dr Yalaams reported on the Regional Forum that took place in San José, Costa Rica from 27 to 29 August. This forum provided UNEVOC centres and other TVET partners in the Latin America and Caribbean region with a platform for regional and national institutions to come together and share evidence-based PPs and initiatives that aim to tackle youth employment and address environmental challenges in the region. Some thirty-five participants from fourteen countries attended the forum, including representatives from UNEVOC centres, UNESCO offices, and other regional and international organizations.

Discussion

In addition to providing information about two other regions, the session also dealt with the consolidation of the network in the Africa region and its status. The idea was to identify specific actions so as to coordinate the network more effectively. The main points of discussion included aspects related to communication and reporting. As the UNEVOC Network is increasingly assisting Member States in a national policy dialogue, the discussion focused on the different challenges that the cluster coordinators face in fulfilling their tasks.

Regarding communication, there was general agreement that for all regions, the communication between the cluster coordinators and the international centres has significantly improved. The cluster coordinators were doing their best to enhance communication, to convince other network members particularly of the usefulness of the online information. The participants appreciated the overall efforts of the international centre to create a platform for inter-regional dialogue as well as sharing of best practices in TVET.

To improve the communication the delegates, especially from the francophone African countries suggested to nominate contact points that are able to provide translations or employ bilingual staff.

Closing, conclusion and way forward



General observations

The forum provided a great opportunity to participants from the UNEVOC Network centres, industry, crafts sector, international agencies and TVET institutions to exchange their experience by mapping contemporary issues and showcasing skills development strategies, approaches and innovative practices in the areas of GTVET and skills development for youth in the African region.

As a result of the forum many partnerships and cooperation between multiple stakeholders have been built up or strengthened. The forum recognized and promoted the importance of regional harmonization as a means to streamline regional TVET priorities. Consequently participants were able to better measure the major TVET development issues with regards to youth employment and skills development as well as to qualification needs and implementation strategies for GTVET.

The opinion was shared that due to economic, technical and social changes TVET has to be modernized. Therefore, it is necessary to identify those qualifications that will be needed on the labour market to ensure employability especially for young people that represent the majority of the population in Africa. In order to get reliable data, market and sector analysis should be carried out to develop teaching and training programmes that correspond to the labour market needs.

All relevant TVET stakeholders will have to cooperate to transform and upstream the TVET system, because the improvement of TVET will have an impact on structural, organizational and methodological/didactical aspects.

Though it was agreed that TVET will offer a chance for employability on the one hand and to enhance the economy on the other hand, it became clear that quite a few challenges will have to be faced:

- the image of TVET has to be improved
- financial support for the different activities and measures to transform and scale up the TVET systems will be necessary and a solution has to be found
- to enlarge the amount of workplace based / practical training – that was appreciated by all participants – TVET stakeholders have to come to a common binding agreement how to arrange this kind of training
- it is not sufficient just to modify teaching and training programmes, but also to train and educate the teachers and trainers, so that they will be able apply these new programmes
- as more than 80 % of the occupational skills are acquired informally in the African region it will be necessary to develop a system to recognize these skills

TVET is regarded to have a high potential to improve the quality of life and the economic living conditions. But there is still a need for a suitable TVET framework. Furthermore a strategy has to be developed that does not only comprise the enhancement of technical training, but that also takes into regard other qualifications needed for example for rural development.

Also GTVET that should be integrated into curricula as well as in educational and training programmes, it should not only refer to (high) technical skills development, but also be part of any other qualifications, e.g. in the food and agriculture sector.

Another issue is that in Africa TVET is developing, but some countries will ensure in first place education for all and then improve the TVET system.

TVET alone will not solve the problems of African economies, but TVET reform and restructuring translating into effective learning can enhance more employability opportunities.

Specific recommendations

1. There is need for training institution capacity-building on greening and its technology in preparation for building youth capacity in the same areas. There are very few universities offering technical education that focuses on greening initiatives in Africa.
2. A road map for further actions was discussed but the emphasis was placed on a 'national and cluster approach', with some actions to be primarily identified at these levels. However, participants asked for a broad road map that can provide countries and UNEVOC centres with a framework of action, and enhance the harmonization of the UNEVOC process at both regional and worldwide levels.
3. There is a need to extend cooperation and partnership at all levels. The IATT model in Western Africa is a PP that needs to be replicated in the South African Development Community (SADC) and East African Community (EAC). The network cluster coordinators will contact the relevant RECs to replicate the model. The ideal way is to utilize the UNEVOC Network platform for the extension of technical assistance and expert know-how and financial support, and possible contributions from the present UNEVOC centres. This can enhance the creation of a core group of partners working with the UNEVOC Network if a clear commitment is taken in this sense, and there is continuous interaction with these partners.
4. Dakar UNESCO office (with the National Commission) will follow up on the integration of the Ecole Normale Supérieure d'Enseignement Technique – Professionnel (ENSETP) as a UNEVOC centre (it presently has an UNESCO chair in TVET), so that ENSETP is fully integrated in the UNEVOC process (beyond the actual linkage via the chair). It will ensure that ENSETP plays an effective and relevant role for the French-speaking countries at least for the ECOWAS sub-region (and potentially for Central Africa too). To solve the challenge for the French-speaking countries, which

currently tend to play only a small part in the participation process, ENSTEP as a francophone organization can help to involve them in the ECOWAS sub-region, and also potentially in the Economic Community of Central African States (ECCAS) sub-region. (ENSTEP is already engaged in another regional Network, le Réseau Africain des Institutions de Formation des Formateurs de l'Enseignement Technique [RAIFFET], and this is in line with the structure of UN agencies set by the UN Directorate-General for West and Central Africa [UNDG- WCA].)

5. NBTE will try to create a core group of partners to be further involved in the revitalization process. This core group will include IATT, the private sector (starting with the Dangote Group) and NBTE itself. A clear commitment will be made to pursue continuous interaction with these partners.
6. To ensure a better impact for TVET transformation in these countries, UNESCO will continue to develop synergies on TVET through working as a 'family' via its various entities (UNESCO Headquarters, the UNEVOC International Centre and its national and cluster centres, the International Bureau for Education [IBE], UNESCO field offices and national commissions), at national, sub-regional and regional level. This activity can be improved by developing strengthened joint planning. In this sense, the identification of a clear road map for action linked to the general report of the meeting would be very useful, especially for ongoing preparation over the next two years.
7. The authors of the PPs were requested to revise their papers based on the feedback and discussion in the forum, to follow the criteria outlined during and after the event and to resubmit the documents by 31 October 2013. Specifically they were asked to stress the innovation or value added in the PP. They should show what impact it creates at local, national or regional level, both quantitatively and qualitatively. Most importantly, they should identify key points that are transferable to other countries and that would facilitate scaling up.

Closing

On behalf of the Organizers, Dr M. S. Abubakar expressed a great appreciation to the Honourable Minister of Education for his attendance at the opening ceremony. He went to thank the UNEVOC Network and their team for their support at all times. He also expressed his gratitude to all those who contributed to the success of the forum from its inception. He noted that the NBTE had devoted a lot of unquantifiable resources towards the success of this forum, and appreciated the swift response of the international participants, who were only contacted at very short notice, for their immense contribution towards the success of the forum.

As a representative of the Head of the UNESCO-UNEVOC International Centre, Ms Winzier expressed her great pleasure about the successful Regional Africa Forum in Abuja, which had generated interesting and ground-breaking presentations, convincing promising practices and lively discussions. These inputs should be followed up to prepare for the upcoming conference of the UNEVOC Network in Bonn in 2014, in order to ensure the process of SD continued after the end of the Decade of Education for Sustainable Development (DESD). Ms Winzier highly appreciated the attendance of the honourable ministers of Nigeria and of the Nigerian ambassador to UNESCO. She thanked especially the NBTE team for their excellent hospitality and their indefatigable support in all respects. Finally, she also thanked the audience for their content-rich contributions, and all the others who had helped the conference to become a success.



Cultural programme

Annexes

List of participants

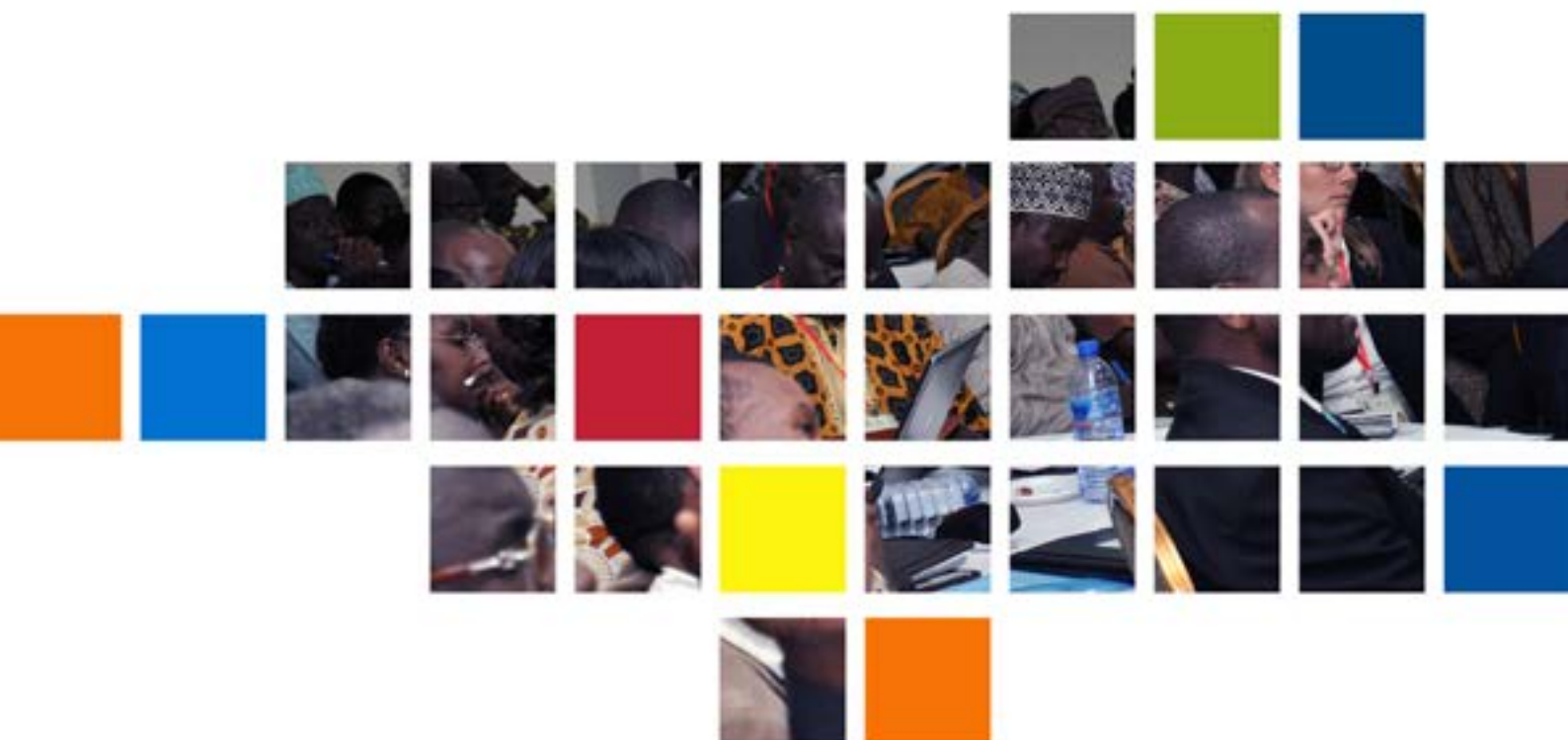
Name	Institution	Country	
1	Gillian Keneilwe Mmolotsa	Botswana Training Authority	Botswana
2	Mathews Phiri	Botswana Training Authority	Botswana
3	Owono Owono Martin	Technical School Nkolbisson Cameroon	Cameroon
4	Mariam Katagum	UNESCO, Paris	France
5	Annette Bauer	ITS International Training Support	Germany
6	Dagmar Winzier	UNESCO-UNEVOC International Centre	Germany
7	Marie Afua Baah Bakah	IEPA University of Cape Coast	Ghana
8	Simon M. Yalams	UNEVOC Centre Caribbean University of Tech Jamaica	Jamaica
9	Evangeline Njoka	Kenya National Commission for UNESCO	Kenya
10	Joy Kasandi Kelemba	Ministry of Edu Science and Tech	Kenya
11	John Simiyu	University of Eldoret	Kenya
12	Sylvester Gomani Modesto	TEVETA Malawi	Malawi
13	Noel Drake Kufaine	University of Malawi	Malawi
14	Pradeep Joosery	Mauritius Inst of Training and Development	Mauritius
15	Teeluck Bhuwane	UNESCO UNEVOC International Centre	Mauritius
16	Manuel Caetano	National Directorate for Technical Professional Education DINET	Mozambique
17	Uranio Stefane Mahanjane	Universidade Pedag	Mozambique
18	Bendekken Moulay Bachir	Ecole Polytechnique Niamey	Niger
19	Alh. Liman A. Shinkafi	Abdu Gusau Polytechnic Talata Mafara	Nigeria
20	Prof Bobboi Umar	Adamawa State Polytechnic Yola	Nigeria
21	Bolanle Olaoye	African Development Bank (AfDB)	Nigeria
22	Bonny Alams	African Science & Tech Digest	Nigeria
23	Gbonko Orgbanyi	Akperan Orshi College of Agric Yandev	Nigeria
24	Cecilia Chika Ezecheta	Anambra State College of Agric Mgbakwu Awka	Nigeria
25	Dagogo R. Fubara	ANDI-KANRES	Nigeria
26	Ibim S. Jack	ANDI-KANRES	Nigeria
27	Sunny Eshiotse	Auchi Polytechnic	Nigeria
28	Jeremiah A. Yabefa	Bayelsa State College of Arts and Science Yenagoa	Nigeria
29	Bala M. Giginya	Bayero University Kano	Nigeria
30	Yohanna Jonathan Kuje	College of Agriculture Lafiya	Nigeria
31	Muhammad Shettima Daluma	College of Business and Management Studies Konduga	Nigeria
32	Paramjit Pabby	Dangote Groups	Nigeria
33	Kehinde Stephen Awoyele	Delegation of German Industry and Commerce	Nigeria
34	Adebayo Moses Abiodun	Dorben Polytechnic Abuja	Nigeria
35	Warri Ejiro	Dorben Polytechnic Abuja	Nigeria
36	Akpan Ekwere	Dorben Polytechnic Abuja	Nigeria
37	Doris Ekwere	Dorben Polytechnic Abuja	Nigeria
38	Akanbi Kareem	Dorben Polytechnic Abuja	Nigeria
39	Rachel Ogbe	ECOWAS Secretariat Abuja	Nigeria
40	John Omoregbe	Edo State Institute of Technology and Management Usen	Nigeria
41	Ejike lyke	Federal Capital Territory Administration (FCTA)	Nigeria
42	Thomas Adegbulugbe	Federal College of Agriculture Ibadan	Nigeria

Name	Institution	Country	
43	Gottlieb Omorodion	Federal College of Freshwater Fisheries Technology Baga	Nigeria
44	Hindatu Umar Abdullahi	Federal Ministry of Education (FME), Abuja	Nigeria
45	Bernadette Chinegwu	Federal Ministry of Education (FME), Abuja	Nigeria
46	Isaac Folorunso	Federal Ministry of Education (FME), Abuja	Nigeria
47	Inyang James	Federal Ministry of Education (FME), Abuja	Nigeria
48	Ade Lawal	Federal Ministry of Education (FME), Abuja	Nigeria
49	Jimoh Shamsudeen	Federal Ministry of Education (FME), Abuja	Nigeria
50	Kenneth Uwah	Federal Ministry of Education (FME), Abuja	Nigeria
51	O. C. Ayemoh	Federal Ministry of Finance	Nigeria
52	Surv Felix Ajibade	Federal Polytechnic Ado Ekiti	Nigeria
53	Saidu Umaru Jen	Federal Polytechnic Bali	Nigeria
54	Shuaibu Musa	Federal Polytechnic Bauchi	Nigeria
55	Abdullahi Sule	Federal Polytechnic Bida	Nigeria
56	Mathew I. Akpata	Federal Polytechnic Idah	Nigeria
57	Rilwan Zubair Maasi	Federal Polytechnic Nasarawa	Nigeria
58	Pius O. Salami	Federal Polytechnic Nasarawa	Nigeria
59	Osuoji Ndubuisi	Federal Polytechnic Nekede	Nigeria
60	Celestina U. Njoku	Federal Polytechnic Nekede	Nigeria
61	Queen Onwubiko	Federal Polytechnic Nekede	Nigeria
62	Adebisi Funmilayo	Federal Polytechnic Offa	Nigeria
63	Chioma Awuzie	Federal Polytechnic Oko	Nigeria
64	Godwin Onu	Federal Polytechnic Oko	Nigeria
65	Oguejiofor Ayo	FSTC Ahoada	Nigeria
66	Makio Emmanuel	FSTC Awka	Nigeria
67	Bature Shehu	FSTC Dayi	Nigeria
68	Lawal Ajibola Y.	FSTC Doma	Nigeria
69	Julie Adaobi Ezemoka	FSTC Jalingo	Nigeria
70	Mrs H. J. Dazi	FSTC Kafanchan	Nigeria
71	Wulma Kaneng	FSTC Lassa Borno State	Nigeria
72	Sanusi Mohammed	FSTC Michika	Nigeria
73	Rebecca Gunkat	FSTC Orozo	Nigeria
74	Chime Mark	FSTC Otukpo	Nigeria
75	Cyril Ebigwei	FSTC Tungbo	Nigeria
76	Olabisi Ladele	FSTC Usi Ekiti	Nigeria
77	Theresa A. Nweke	FSTC Uyo	Nigeria
78	Magdalene Nwankwo	FSTC Yaba	Nigeria
79	Josephine Bako	FSTC Zuru	Nigeria
80	Babatunde Adegbesan	Geoscience Global Educators	Nigeria
81	Anthony Olah	Ideal Development Concepts	Nigeria
82	Sina Chuma-Mkandawire	International Labour Organisation (ILO)	Nigeria
83	Pius Udo	International Labour Organisation (ILO)	Nigeria
84	Marc Lucassen	ITS GmbH	Nigeria
85	Musa Abdul	Kaduna Polytechnic	Nigeria
86	Amina L. Abdullahi	Kaduna Polytechnic	Nigeria
87	Kulu Ahmadu Amalo	Kaduna Polytechnic	Nigeria
88	Daniel Bukar	Kaduna Polytechnic	Nigeria
89	Bashir Bukar	Kaduna Polytechnic	Nigeria

Name	Institution	Country	
90	Isah Mohammed Gambo	Kaduna Polytechnic	Nigeria
91	Okolo Kenneth Okolo	Kaduna Polytechnic	Nigeria
92	Engr Abubakar Ovajimoh	Kaduna Polytechnic	Nigeria
93	Engr U. J. Rumah	Kaduna Polytechnic	Nigeria
94	Engr S. E. Umar	Kaduna Polytechnic	Nigeria
95	Emmanuel Yashim	Kaduna Polytechnic	Nigeria
96	Alh Masa'ud Elelu	Kwara State Polytechnic Ilorin	Nigeria
97	Angela Ajala	Ladela Schools Abuja	Nigeria
98	Olaoluwa Oguntuyi	Lagos State Technical and Vocational Education Board (LASTVEB) Ikeja	Nigeria
99	W.K. Odetoro Kolapo	NAC	Nigeria
100	Gideon A. Angbeye	NATCOM-UNESCO Federal Ministry of Education	Nigeria
101	Magdalene Anene-Maidoh	NATCOM-UNESCO Federal Ministry of Education	Nigeria
102	Florence F.E. Oguah	NATCOM-UNESCO Federal Ministry of Education	Nigeria
103	Barth O. Unumaegbu	NATCOM-UNESCO Federal Ministry of Education	Nigeria
104	Masa'udu Kazaure Adamu	National Board for Technical Education (NBTE)	Nigeria
105	Mpieri A. Aloysius	National Board for Technical Education (NBTE)	Nigeria
106	Ekpenyong E. Ekpenyong	National Board for Technical Education (NBTE)	Nigeria
107	Musa M. Isgogo	National Board for Technical Education (NBTE)	Nigeria
108	Abbati D.K. Muhammad	National Board for Technical Education (NBTE)	Nigeria
109	Suleiman Gwarzo Saad	National Board for Technical Education (NBTE)	Nigeria
110	Muhammad Sani Abubakar	National Board for Technical Education (NBTE)	Nigeria
111	Paul Peter Bata	National Business and Technical Examination Board (NABTEB)	Nigeria
112	Aworanti Olatunde	National Business and Technical Examination Board (NABTEB)	Nigeria
113	Mchivga Abelega	National Commission for Colleges of Education (NCCE)	Nigeria
114	Muhammad Junaid	National Commission for Colleges of Education (NCCE)	Nigeria
115	Abdulraheem A. Olanrewaju	National Commission for Mass Literacy, Adult and Non Formal Education (NMEC)	Nigeria
116	Jibrin Y. Paiko	National Commission for Mass Literacy, Adult and Non Formal Education (NMEC)	Nigeria
117	Ogbeche Aboyi	National Directorate of Employment	Nigeria
118	Lawal K Aliyu	National Directorate of Employment	Nigeria
119	Jibrin A. Aye	National Directorate of Employment	Nigeria
120	Kunle Obayan	National Directorate of Employment	Nigeria
121	Edmund Onwuliri	National Directorate of Employment	Nigeria
122	Muhammad Ada Shuaibu	National Directorate of Employment	Nigeria
123	Abraham Chundur	National Universities Commission (NUC)	Nigeria
124	Thomas A. Aguve	NKST College of Health Technology Mkar	Nigeria
125	Augustus O. Oke	Osun State College of Technology Esa Oke	Nigeria
126	Jobi Oluwasona	Overplus global service	Nigeria
127	Babagana Umara	Ramat Polytechnic, Maiduguri	Nigeria
128	Obianko Nwolu-Elechi	Rivers State Polytechnic Bori	Nigeria
129	Emmanuel Borokini	Rufus Giwa Polytechnic Owo	Nigeria
130	Sola Aliu	SDRE	Nigeria
131	Deji Ige	Skill G	Nigeria
132	Ayo Bada Julius	Skill G	Nigeria
133	Tukur Musa Liman	Sustainable Deaf Education and Development Initiative	Nigeria
134	Bashir Garba	The Polytechnic of Sokoto State	Nigeria

Name	Institution	Country
135 Ado Ya'u Kankarofi	UNESCO Coord	Nigeria
136 Patrick Kormawa	UNIDO	Nigeria
137 Benjamin Ogwo	University of Nigeria Nsukka	Nigeria
138 Emmanuel Osinem	University of Nigeria UNEVOC Centre (CETVETAR)	Nigeria
139 Moore N Emesen	Vocational and Community Skills (Civil Society)	Nigeria
140 Rosana Forsuelo	Wavecrest College of Hospitality	Nigeria
141 Garba Umar Kangiwa	Waziri Umaru Fed Poly	Nigeria
142 Samuel O. Adelana	Yaba College of Technology	Nigeria
143 Innocent Akhuenkhan	Yaba College of Technology	Nigeria
144 O. O. Ize-Balogban	Yaba College of Technology	Nigeria
145 Akano B. O. Benjamin	Yaba College of Technology	Nigeria
146 Muiyiwa Doherty	Yaba College of Technology	Nigeria
147 Babalola J. O. Joshua	Yaba College of Technology	Nigeria
148 Margaret Kudi Ladipo	Yaba College of Technology	Nigeria
149 Ifeyinwa Marinze	Yaba College of Technology UNEVOC Centre	Nigeria
150 Laurette N. Ofodile	Yaba College of Technology	Nigeria
151 Borokinni Francis Oluseai	Yaba College of Technology	Nigeria
152 Oderinde O.A. Olusola	Yaba College of Technology	Nigeria
153 Adesina A. A. Oluwole	Yaba College of Technology	Nigeria
154 Wade Ibrahima	ENSTEP	Senegal
155 Herve Huot-Marchand	UNESCO Regional Office Dakar	Senegal
156 Joseph Ngu	UNESCO IBE	Switzerland
157 Josephine Kaleebi	Junior Achievement	Uganda

Promoting learning for the world of work



United Nations
Educational, Scientific and
Cultural Organization

UNEVOC

International Centre
for Technical and Vocational
Education and Training

UN Campus
Platz der Vereinten Nationen 1
53113 Bonn
Germany

Tel: +49 228 815 0100
Fax: +49 228 815 0199
unesco.org/unevoc
www.unevoc.unesco.org

Follow us on :
facebook.com/unevoc
youtube.com/unevoc
twitter.com/unevoc