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24 February

Conference Program

09.30 - 09.45	Welcome and introduction	The organizers
09.45 - 10.30	Challenges for TVSD in Africa	Dr Richard Walther, Research Department of the French Development Agency
10.30 - 10.45	Demand for vocational and technical skills in the private sector	Jens Kvorning, The Danish Federation of Small and Medium-Sized Enterprises
10.45 - 11.00	The challenges for TVSD teachers	Jan Hjort, Union of Education Denmark
11.00 - 11.15	Coffee	
11.15 - 12.15	The role of NGOs and TVSD	Eldrid K. Midttun, Norwegian Refugee Council & Jørgen Assens, the LO/FTF Council
12.15 - 12.30	The Africa Commission: Presentation of draft recommendations	Christian Friis Bach, the Africa Commission
12.30 - 13.15	Lunch	
13.15 - 15.15	Workshops: •Policy options: What kind of TVSD models should NGOs advocate for? •Employment: How can NGO TVSD programmes lead to employment/ self-employment? •TVSD in fragile states: What is good practice for NGO interventions?	
15.15 - 15.30	Coffee	
15.30 - 16.30	Summing up the workshop discussions and further discussion with Africa Commission representative	Christian Friis Bach, the Africa Commission

Conference Workshops:



The workshops provide opportunity for more in-depth discussions on how NGOs can engage in promoting TVSD in different settings and from different perspectives:

1. Policy options:

What kind of TVSD models should NGOs advocate for?

Resource person: Dr. Richard Walther, the French Development Agency
Facilitator: Helle Gudmandsen, IBIS

2. Employment:

How can NGO TVSD programmes lead to employment/self-employment?

Resource person: Christian Friis Bach, the Africa Commission
Facilitator: Inger Olesen, ADRA

3. TVSD in fragile states:

What is good practice for NGO interventions?

Resource person: Eldrid K. Midttun, Norwegian Refugee Council
Facilitator: Eva Iversen, the Danish NGO Education Network

The aim of the workshop discussions:

- to provide participants with the opportunity to discuss some of the best practices and possible approaches presented in the morning session in further detail and to ask questions and discuss different practices with one of the resource persons from that session.
- to highlight good practice experience from participants and to encourage the exchange of ideas among participants with experience from working with TVSD in the South or in Denmark.
- to discuss and propose two recommendations to the Danish Africa Commission in relation to TVSD to be presented at the 'summing-up session' at the end of the day. Recommendations can be in relation to the overall positions of the Africa Commission on TVSD; or more specifically, on how to promote it or in relation to the roles of NGOs.

25 February

Programme design workshop

This workshop offers guidance to NGOs on how to design effective TVSD programmes with the assistance of specialist NGO representatives and experts, including Dr. Richard Walther, Research Department of the French Development Agency. The workshop aims at addressing the issues and themes at a practical level, providing you with an opportunity to become acquainted with core principles for good practices in programming and further test your ideas and challenges in regard to develop TVSD projects or apply elements to your existing programmatic frames.

Programme:

13:00 – 13:20	Presentation of principles for good practice	Dr. Richard Walther & Annemette Danielsen, Coordinator for the Danish Child and Youth NGO Network
13:20 – 15:00	Group sessions with roundtable interactive programme development discussions, supported by resource persons facilitating the sessions.	

Refreshments will be served during the afternoon.

Speakers:

Richard Walther (The French Development Agency)

Senior Consultant at ITG (Institut du Temps Géré). Ph.D. in Sociology. Currently Senior Expert on Vocational Training to the “Research Department” of the French Development Agency (AFD) and director and author of AFD studies entitled “Towards a Renewal of Apprenticeship in West Africa: conclusions of a field survey in Benin, Mali, Togo and Senegal”, “Vocational training in the informal sector in seven African countries”, and “Financing Vocational Training: a Europe-Africa Comparison”. He is also the director and co-author of a French Foreign Affairs study on “Finance Mechanisms of vocational training in five Sub-Saharan African Countries”.

AFD is the Groupe Agence Française de Développement, a bi-lateral development finance institution established in 1941 working on behalf of the French government. Its mission is to finance development according to the French Overseas Development Assistance policies.

The AFD activities are aimed at reducing poverty and inequalities, promoting sustainable economic growth and protecting “Global Public Goods” of benefit to all humanity.

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For more information: www.afd.fr

Jens Kvorning (The Danish Federation of Small and Medium-Sized Enterprises)

Jens Kvorning holds a master's degree in Economics and Business Administration. He works with policy development in export promotion, globalization and the private sector in developing countries. He has many years of experience in business-to-business co-operation, especially in the areas of outsourcing, business delegations, export promotion, evaluations and appraisal. In recent years, Jens Kvorning has focused his work on the capacity-building of SME organizations in developing countries and Eastern Europe.

The Danish Federation of Small and Medium-Sized Enterprises (DFSME) was founded in 1879 and is presently the main trade organization for small and medium-sized enterprises in Denmark. The DFSME represents more than 20,000 companies operating in sectors such as construction, manufacturing, crafts, retail and services.

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Jan Hjort (Uddannelsesforbundet)

Jan Hjort has over 35 years of experience working with technical and political work. He is a trained machine operator and gained his first teaching experience in Mozambique, where he was teaching in a local technical college in 1982-84.

Jan Hjort has been active in DTL (Danish Federation of Teachers in Technical Education) since 1994 and was DTL Chairmain in the period 2005-2008. As Uddannelsesforbundets Vice-Chairman, Jan Hjort is the chair for the organization's Education and Labour Market Policy Committee and has experience working with education policy.

Uddannelsesforbundet is a fusion between Danske Produktionshøjskoler Lærereforening (DPL), Dansk Teknisk Lærereforening (DTL) and Landsforbundet af Voksen- og Ungdomsundervisere (LVU). The association has approximately 11,000 members.

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For more information: www.uddannelsesforbundet.dk



Eldrid K. Midttun (Norwegian Refugee Council)

Eldrid K. Midttun is Senior Education Adviser at the Norwegian Refugee Council (NRC) in Oslo. She has worked with the Norwegian Refugee Council since 1987 and since the early 1990s has been heading the development of the NRC's policies and approaches to Education and Training in phases of Emergency: Acute, Chronic and Post Conflict. She is the focal point for the development of the Youth Education Pack (YEP) now being implemented in 10 of the NRC programme countries. Eldrid K. Midttun is a member of the INEE (Inter-Agency Network for Education in Emergencies) Steering Group.

The NRC, established in 1946 and now with offices in almost 20 countries, is currently the largest humanitarian non-governmental organization in Norway. The NRC works to promote and protect the rights of all people who have been forced to flee their countries or homes within their countries, to provide assistance in emergency situations, and to strengthen the capacity of the UN to offer and coordinate international aid and protection.

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For more information: www.nrc.no



Jørgen Assens, the LO/FTF Council

Jørgen Assens is the Chief Technical Advisor at the LO/FTF Council and head of the African Department. He is specialized within the field of International development assistance, programme management, organizational development and communication strategies.

The LO/FTF Council is the Danish trade union council for international development co-operation. It was established in 1987 by the two largest Danish confederations, the Danish Federation of Trade Unions (LO) and the Danish Confederation of Salaried Employees and Civil Servants (FTF). The objectives of the international work of the LO/FTF Council are to support democratic development of the trade union movements in Africa, Asia and Latin America and to contribute to democratic development in the societies in which the unions operate.

Email: assens@loff.dk

For more information: www.ulandssekretariatet.dk

Christian Friis Bach (DanChurchAid and Africa Commission)

Christian Friis Bach is the International Director for DanChurchAid (Folkekirkens Nødhjælp). He has been employed as an Associate Professor in International Economics at the University of Copenhagen and served as the Chairman of the Danish Association for International Cooperation (Mellemfolkeligt Samvirke). In addition to a background in journalism, Mr. Friis Bach holds a master's degree in Agronomy and a Ph.D. in International Economics from the Royal Danish Agricultural University. Finally, Christian Friis Bach is one of the 18 Commissioners in the Africa Commission.

Established in 1922, DanChurchAid (DCA) is currently one of the major Danish humanitarian NGOs, working with local partners, international networks, churches and non-religious civil organizations to assist the poorest of the poor.

The Africa Commission has been established by the Danish Government and focuses on how to create more jobs and further economic growth in Africa. The overall focus will be on youth, employment and economic growth.

Email: cfb@dca.dk

For more information: www.danchurchaid.org and www.africacommission.um.dk

Background on Technical Vocational Skills Development (TVSD)

By: The organizers

The present generation of young people is the largest the world will ever see. Millions of young people are without employment and life opportunities, which is already proving to be a destabilizing factor on the global level. In Africa, it is undermining development.

The focus on youth employment has become stronger in the development paradigm, and TVSD in developing countries provides opportunities for improved standards of living. It empowers millions of young people – the coming breadwinners – who would otherwise be without any future prospects.

There are also many adults with limited basic skills training, and employment opportunities are scarce. The illiterate are particularly vulnerable. Most literacy programmes combine the teaching of reading, writing and mathematics with practical training in order to provide students with greater scope for improving their standard of living.

The track record for the provision of TVSD as part of development cooperation is not altogether good: it also presents a range of failed and irrelevant interventions which have often been expensive and ineffective.

Experience has shown that the provision of good TVSD – formally and informally – calls for a multidimensional approach. The field is complex and there is no “one size fits all” solution. This is the platform for the exploration of best practices in this conference.

A number of different perspectives on TVSD are presented in the following pages. We have gathered information on the OECD definitions of TVSD and TVET, on TVSD in Africa, and finally we have included a view on “the educational gap” presented in the Africa Commission synopsis from the meeting in Addis Ababa in November 2008.

The texts do not form a cohesive whole; however, they can hopefully help as small individual background perspectives on the theme of the conference.



Definitions:



From African Economic Outlook, OECD 2007/2008, page 57, Box. 9

The definition of technical and vocational skills development used here corresponds to the inclusive and broad definition of technical and vocational education and training used in the UNESCO and ILO Recommendations on TVET for the Twenty-first Century: “as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.” TVET refers, therefore, to a range of learning experiences that are relevant for the world of work and which may occur in a variety of learning contexts, including educational institutions and work places. TVET encompasses formal learning (provided in educational institutions or by public/private providers, as well as on the job) and non-formal learning (learning within or outside the work place, usually outside educational institutions, such as traditional apprenticeship), aiming to ensure that all members of the community have access to the pathways of lifelong learning. TVET includes both initial vocational training undertaken by young people prior to entering the labour market and continuing vocational training undertaken by adults whilst in work or during periods in which they are economically inactive. The Recommendations understand technical and vocational education as: “(a) an integral part of general education; (b) a means of preparing for occupational fields and for effective participation in the world of work; (c) an aspect of lifelong learning and a preparation for responsible citizenship; (d) an instrument for promoting environmentally sound sustainable development; (e) a method of facilitating poverty alleviation.” In the same vein the report’s definition of TVSD is in line with the definition of skills development by King and Palmer, 2006. “Skill Development is not equated with formal technical, vocational and agricultural education and training alone, but is used more generally to refer also to the productive capacities acquired through all levels of education and training occurring in formal, non-formal and on-the-job settings, which enable individuals in all areas of the economy to become fully and productively engaged in livelihoods and to have the opportunity to adapt these capacities to meet the changing demands and opportunities of the economy and labour market.” Many African countries and donor agencies use different terminologies to talk about the same concept. “technical and vocational skills development” or just “skills development” is increasingly used by many donor agencies as the preferred term for what used to be called VET or TVET. Some consider that “skills development” is a much broader concept than TVET that sometimes is seen as referring to formal and informal sources for skills acquisition, excluding informal learning on the job. In general African country-level policy makers and employers continue to use the TVET definition to define training in formal, non-formal and on-the-job settings.

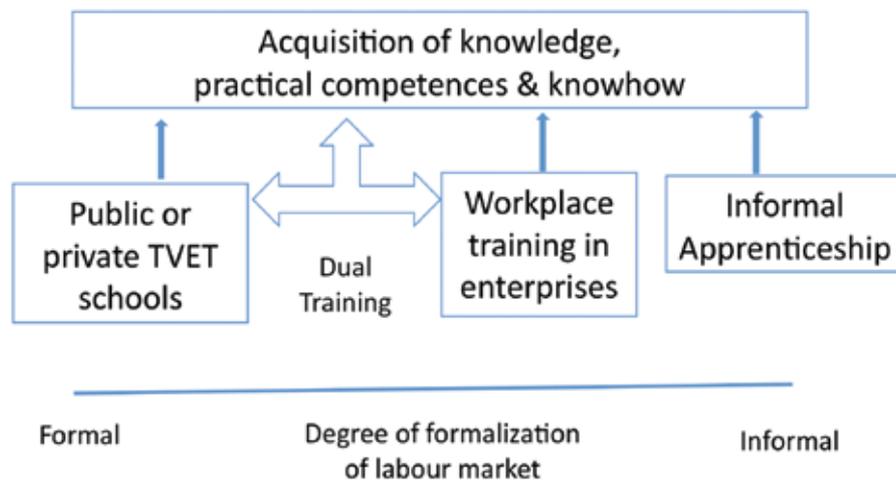
Source: UNESCO (2002), Technical and Vocational Education and Training for the Twenty-first Century. UNESCO and ILO Recommendations: <http://unesdoc.unesco.org> ; King, K. and Palmer, R. (2006) Skills Development and Poverty Reduction: the State of the Art, Post-basic Education and Training, Working Paper no. 7, Centre of African Studies, University of Edinburgh.

Definition

Technical and Vocational skills development

Definition

Technical and vocational skills development



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Source: Presentation by
Christian Kingombe and
Henri-Bernard Solignac-Lecomte
at Danida Development Days,
June 11, 2008

The reality of

Technical and Vocational Education and Training (TVET)

From: Richard Walther, *Skills development and the World of Work: Challenges for Education and Training (Synthesis report from the Biennale on Education in Africa, Mozambique 2008)* page 4,

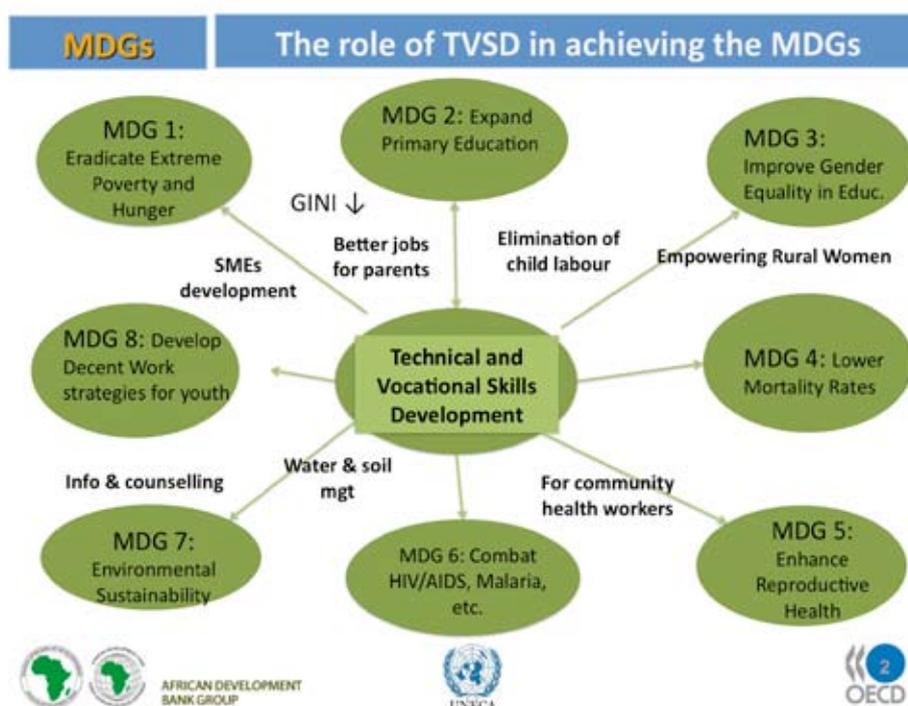
5. In most African countries and particularly in the sub-Saharan countries, TVET only plays a minor role in providing suitable qualifications and enabling the subsequent insertion of the individual into the labour market. This type of education and vocational training, which was inherited from the colonial period and integrated into the educational system, was supposed to provide young people with the theoretical and practical knowledge required to give them access to the modern economy, but the establishments concerned have never received sufficient educational or technical means to enable the adaptation of young people to the continuously evolving needs of such an economy. Thus, TVET has always been marginal, especially as most of the employment in the formal sector that it was aiming at has continuously diminished over the last two decades in all the countries of the continent, due to the effects on the economy of structural adjustment policies. This does not mean that the importance of vocational education and training in the formal sector should be underestimated (numerous studies have already been carried out on this subject), but rather to emphasize the challenges of vocational education and training which have not been taken up with regard to a large number of young people working in the informal sector of the economy.

6. Today, TVET only trains, on average, between 1 - 5% of young people in search of employment, with the exception of a few countries where up to a third of young people are enrolled in these subjects at secondary level. Most of these subjects are, in fact, carried out by already existent means of informal training, such as on-site training and traditional apprenticeship, particularly in the countries of West Africa. This means that particular attention should be paid to the reforms presently being undertaken with regard to these informal mechanisms and the desire of a certain number of countries to integrate them into the global education and training system. But the restructuring of the modes of traditional professionalization, which generally needs to receive support in the form of a educational and technical partnership with centres of formal training, can only be successful if, at the same time, the countries concerned reconstruct and implement a vocational and technical education mechanism which will help them to invest in the strategic qualifications and professions in this field that lead to growth and development.

7. The understanding of the realities of the situation means that, if the African ministries of education are to obtain a certain level of education for all youth, the equivalent of 9 years of education, this cannot be carried out exclusively through the general education system. The diversity of individual situations has to be taken into account and, consequently, recognition must be given in the various countries to the experiments being undertaken, or the mechanisms being used to respond to the rights of all young people to access the best possible level both of education and of qualifications



TVSD Challenges



Source: Presentation by Christian Kingombe and Henri-Bernard Solignac-Lecomte at Danida Development Days, June 11, 2008

TVSD		Who provides training?	
Mode	Strengths	Weaknesses	
Public Training Centres	<ul style="list-style-type: none"> Follow-up national pol. Address priority skills needs (AGR, IND) 	<ul style="list-style-type: none"> Quality depends on budget little relevance Outdated curriculum 	
NGOs	<ul style="list-style-type: none"> Important providers Training for vulnerable groups 	<ul style="list-style-type: none"> Large variation of quality Training: Low capital invest. 	
Private Training Providers	<ul style="list-style-type: none"> Fastest growing segment (train more than 65% students in Mali, Benin, more than 80% in Uganda) Flexible absorption of demand 	<ul style="list-style-type: none"> Range of pgm. & quality vary high tuition fee 	
Traditional Apprenticeships	<ul style="list-style-type: none"> largest training provider in urban Africa (accounts for 60-80 % of training in Ghana, Mali, Senegal), target informal sector* On-the-job & high relevance Self-financed & self-regulated 	<ul style="list-style-type: none"> Training of poor quality Very long training period Unsuitable for modern industry Skills usually not recognised by TVSD 	
Enterprise Based Training	<ul style="list-style-type: none"> Self-financed & self-regulated Based on actual tasks performed Linked to existing prod. techn. 	<ul style="list-style-type: none"> Training is selective (large firms) Small firms less likely to train 	

Source: Presentation by Christian Kingombe and Henri-Bernard Solignac-Lecomte at Danida Development Days, June 11, 2008

Challenges

- The training system in Africa is largely **underfinanced**.
- Many enterprises **undertrain** their staff.
- **Donors' support** to training has been erratic & insufficient to upgrade the quality and access to training.
- Countries must make **better use of existing funds**
- **State** retains the crucial role of designing financial support mechanisms to facilitate access by the poor and vulnerable.

Needs

- **Greater diversification** of funding sources for TVSD,
- Development of **private training markets**,
- Increased **competition** between public and private TVSD providers,
- Encourage more and higher quality **enterprise training**.



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Source: Presentation by
Christian Kingombe and Henri-
Bernard Solignac-Lecomte at
Danida Development Days,
June 11, 2008

The educational gap



From: Africa Commission, Second Meeting of the Addis Ababa, 20 November 2008, Synopsis, page 4, (The Educational Gap)

The achievements in primary education in Africa are raising the aspirations of parents and expectations of young people for better skills development. Skills and experience are in high demand when national and foreign companies decide on investing in production and jobs. Skills and experience empower young entrepreneurs to start up their own businesses and become job creators, rather than job seekers.

There is a strong link between education and job opportunities – in the formal and informal economy, and as employment and self employment. Skills development through post primary education, including vocational education and training and at tertiary level is a prerogative for job creation and growth. Education of the youth should provide for a workforce that matches the demand of the private sector.



Governments in Africa – and development partners – invest too little in post primary education. To facilitate private sector led growth and improve competitiveness, governments – supported by development partners – will have to increase investment in post primary education, including technical and vocational training. African governments should be responsible for developing such educational systems, not donors. Strategies should acknowledge the different needs of different parts of the private sector, including agriculture. Governments should be responsive to those needs and involve stakeholders from the private sector and labour market in the design and implementation.

Too many Africans with higher education work outside Africa or in the few middle income countries in Africa – and do not return. The brain drain is not changing into brain circulation in Africa. No country can develop without tertiary education and research. African governments and development partners have underinvested in tertiary education and research that are relevant to private sector development. There has been too little attention to creating a good environment for African researchers and teachers at tertiary level.

General secondary education should include more vocational training in subjects that do not require expensive equipment, including: business economics, accounting, office management, how to start a business, agriculture (in rural areas) etc. Private sector should be invited on boards of schools. Apprenticeships systems should be nurtured to improve quality. Financing for more advanced training should be done through public sector interventions, recognising that trained staff gets poached by other companies. Government should prioritise larger investment in those skills, where the country have or could develop a competitive edge.

Organizers



The Danish NGO Education Network (Uddannelsesnetværket)

The Danish Education Network is a network consisting of 30 NGOs working with education programmes in Africa, Asia and Latin America. Members are both bigger development NGOs (such as IBIS and Save the Children) and smaller ‘friendship NGO’s’ made up of volunteers, as well as civil society organizations with other main areas of activity, but also involved in development projects in the South (for example the Danish Union of Teachers). The network has existed since 2000, and the activities of the network have been funded by Danida since 2004, including a full-time network coordinator. The secretariat is hosted by one of the member organizations, IBIS.

For more information: www.uddannelsesnetvaerket.dk

The Child and Youth NGO Network (Børne- og ungdomsnetværket)

The network was launched in 1999 and has received funding from the Danish MoFa since 2002. The Danish Child and Youth NGO Network consists of a heterogeneous host of 45 Danish NGOs and institutions of higher education, all engaged in development programmes and activities in developing countries targeting children and young people. The network promotes capacity building among members through a variety of activities such as setting up conferences and training courses, pursuing studies and surveys and providing information on a continuous basis in order to meet the targets of working for a more prominent and empowered position for children and young people in developing countries. The network is governed by a democratic structure. A board of directors is elected at the annual assembly and undertakes strategic management, and a coordinator is engaged to undertake the daily business.

For more information: www.bu-net.dk.

Union of Education Denmark (Uddannelsesforbundet)

The Union of Education Denmark is a fusion between the Danske Produktionshøjskoler Lærerforning (DPL), Dansk Teknisk Lærerforbund (DTL) and the Landsforbundet af Voksen- og Ungdomsundervisere (LVU). The association has 11,000 members. Approximately 5000 of these members are teachers employed in Danish technical schools, AMU-centres (adult vocational training centres), design schools, schools of agriculture, machinist schools, maritime educations, and schools for clinical assistants. Most of these are teachers working with vocational training and are teaching carpenters, graphic designers, hairdressers and other craftspeople at technical vocational schools. The next largest group is teachers at the adult vocational education programmes (AMU) and are providing continued education for skilled and semi-skilled persons at the adult vocational training centres and technical vocational schools.

For more information: www.uddannelsesforbundet.dk

The Danish Federation of Small and Medium-Sized Enterprises (Håndværksrådet)

The Danish Federation of Small and Medium-Sized Enterprises (DFSME) was founded in 1879 and is currently the main trade organization for small and medium-sized enterprises in Denmark. DFSME represents more than 20,000 companies within many different sectors such as construction, manufacturing, crafts, retail and services. The main objective of DFSME is to improve the business conditions of Danish small and medium-sized enterprises. The staff members at the head office work as advisors and take part in the formulation of political and commercial initiatives and are in daily contact with companies, organizations, public administration, political advocacy groups and the media.

For more information: www.hvr.dk

Practical information

Date & time:

24 February 09.30 – 16.30 and 25 February 13.00 – 15.00

Participation:

Participation is free of charge. Transport to and from the venue is at participants' own expense. Refreshments and lunch will be provided.

Venue:

Copenhagen Technical Academy
(Københavns Tekniske Skole),
Julius Thomsens Gade 5,
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