

Southern African Development Community (SADC)

TECHNICAL AND VOCATIONAL EDUCATION & TRAINING (TVET) SYMPOSIUM

*Session 1 – Building effective national
TVET policy framework*

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Johannesburg, South Africa**



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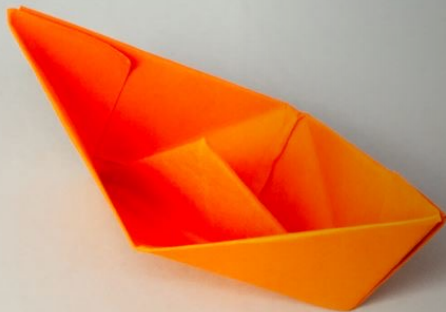
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The session planning

Start	End	Flow
13:45	13:50	Opening
13:50	14:00	Participants warm-up and introduction
14:00	14:15	Introduction to the thematic group
14:15	14:45	Topic 1 - <i>Policy framework and strategy formulation</i>
14:45	15:15	Topic 2 - <i>Policy implementation, M&E and review process</i>
15:15	15:30	Coffee/Tea break
15:30	16:00	Topic 3 - <i>Research and TVET</i>
16:00	16:30	Topic 4 - <i>Transfer of policy knowledge</i>
16:30	16:40	Open discussion
16:40	16:55	Conclusions for report to plenary
16:55	17:00	Wrap-up



Introduction

Working Definition of Policy Framework



A policy framework is a **set of guidelines, principles, and rules** that guide decision-making and action in relation to TVET issues.



It outlines the problem, goals, strategies, roles and responsibilities, resources, performance indicators, and monitoring and evaluation mechanisms.



It serves as a **roadmap for policy development, implementation, and evaluation**, providing a systematic approach to addressing complex TVET challenges and ensuring actions are aligned with goals and objectives.

SADC TVET Situational Analysis

Key findings:

- 1) **TVET monitoring and evaluation systems** in SADC member states are at **different stages of development** and **lack industry participation**.
- 2) **TVET research** in Sub-Saharan Africa is **not systematic** and of low quality, hindering **evidence-based policymaking**.
- 3) **National Qualification Frameworks** face challenges in **articulation pathways for TVET graduates** to join higher education
- 4) **Low enrolment rates of girls and special needs individuals** despite gender-inclusive policies and affirmative strategies.
- 5) **Lack of sustained financial and capital investment** hinders policy reforms in national TVET systems.
- 6) Most TVET systems are **supply-driven, inadequately responsive to labour demand, leading to skills mismatches and high youth unemployment**.
- 7) TVET systems have not adequately adopted **digital-pedagogical technologies** or explored non-traditional learning modalities.
- 8) TVET has a **poor public image** amongst youths and parents.

SADC TVET Situational Analysis

Implications of the findings:

- 1) **Inadequate M&E systems** hinder effective TVET policymaking and implementation.
- 2) **Low-quality research** limits TVET's ability to meet market demand for skilled workers.
- 3) **Articulation challenges** limit TVET graduates' opportunities for higher education.
- 4) **Low enrolment rates** of girls and special needs individuals hinder diversity and inclusivity in TVET.
- 5) **Lack of investment** hinders sustained policy reforms to improve national TVET systems.
- 6) **Supply-driven TVET** systems lead to skills mismatches and youth unemployment.
- 7) Failure to explore **alternative learning modalities** and technologies limits quality, access and relevance of TVET.
- 8) **Negative public perception** of TVET discourages enrollment and undermines its value.

SADC TVET Situational Analysis

Actions to address the key findings:

- 1) **Develop and strengthen TVET M&E systems and promote industry participation.**
- 2) **Increase investment in TVET research to provide evidence-based feedback for policymaking.**
- 3) **Improve articulation pathways between TVET and higher education institutions.**
- 4) **Develop targeted initiatives to increase enrolment of girls and special needs individuals in TVET.**
- 5) **Ensure sustained financial and capital investment in national TVET systems.**
- 6) **Reform TVET systems to be demand-driven and responsive to labor market needs.**
- 7) **Promote exploration and adoption of non-traditional learning modalities and technologies in TVET.**
- 8) **Improve public perception of TVET through advocacy and marketing campaigns.**

SUB-THEMES FOR DISCUSSION TODAY

- Policy framework and strategy formulation
- Policy implementation, M&E and review process
- Research and TVET
- Transfer of policy knowledge



Policy framework and strategy formulation

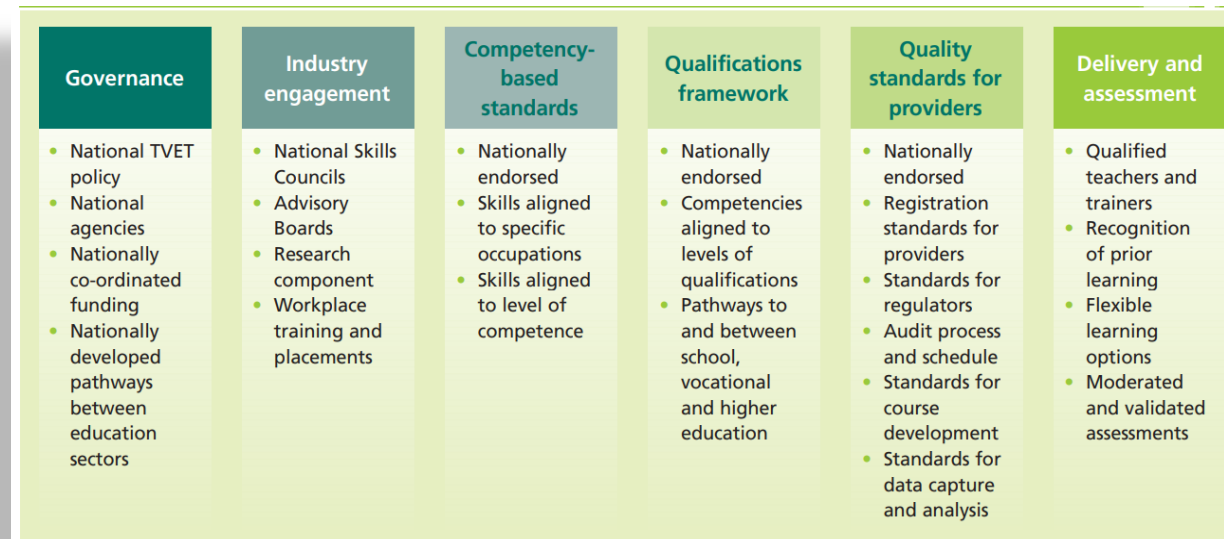


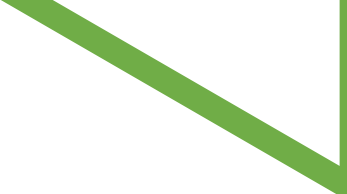

- TVET policies are essential for developing a **skilled workforce** and **promoting economic growth** and **social development**.
- A **multi-dimensional policy framework** is necessary for effective policy-making that takes into account the **needs of the economy, the labor market, and society**.
- The policy framework for skills development provides **guidance for institutional policy development** in various areas, such as **governance, multi-stakeholder engagement, flexibility, and adaptability**.
- Other areas of focus include practices informed by **research, competency standards, quality assurance, funding, implementation, sensitization, evaluation, and review, and equity and inclusiveness**.
- The framework aims to provide the most appropriate **ecosystem for policy development and implementation**, with the goal of improving the quality of TVET provision.





Example 1: TVET Assessment Framework by Commonwealth Secretariat

- The Commonwealth Secretariat developed a **TVET Assessment Framework** to assess the development of TVET systems.
- The framework **comprises six key features:** Governance, Industry engagement, Occupational Standards, Qualifications Framework, Quality Institutions, Delivery & Assessment.
- Each feature is broken down into **key elements to identify gaps** in policies & delivery mechanisms.
- The framework facilitates policy formulation, assesses the development of the national system, and improves the effectiveness of TVET systems





Example 2: Developing a National Skills Development Strategy for Mauritius

- Created to **develop a skilled workforce** that contributes to and benefits from economic growth
 - Coordinated by the **Human Resource Development Council (HRDC)** with collaboration from **public and private sectors**
 - Aim to improve skills development system to be more **responsive to upcoming skills challenges**
 - Objectives include charting a pathway for skills development, assessing current status, identifying areas for improvement, and proposing **actionable recommendations**
 - Adopted a **quadruple helix approach** with stakeholders from various sectors, including government, industry, academia, and trade unions
 - Development in **four phases**: diagnostic, thematic working groups, drafting the strategy, and national level validation
 - Covers both **TVET and HE** and aims to improve articulation.
 - Includes a detailed **Action Plan with 65 actions**, with specifics on description, assumptions, tools and methods, lead and collaborative institutions, budget and funding sources, timeframes, and key performance indicators.
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Example 2: Mauritius NSDS – *Three strategic clusters and ten strategies*

Improve

Strategic Cluster 1: Improve skills system effectiveness

- Develop and maintain occupational and qualification standards
- Establish and maintain a centralised repository of occupational qualifications standards

Tackle

Strategic Cluster 2: Tackle skills imbalances

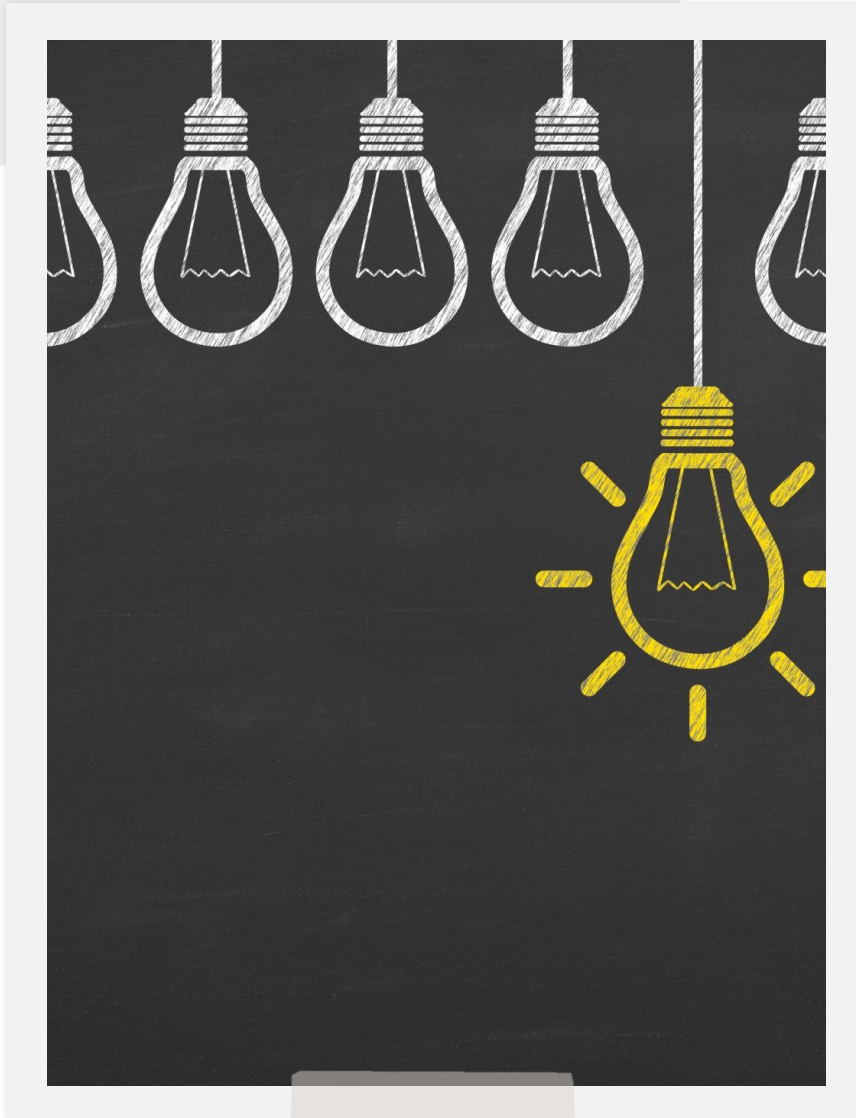
- Anticipate skills for the future of work
- Upskill workforce at middle management, technical and professional levels
- Develop a mechanism to promote skills development among Micro, Small and Medium Enterprises
- Review framework for curriculum development

Strengthen

Strategic Cluster 3: Strengthen education and training system for young people

- Reskill and upskill educators, trainers, and lecturers
- Improve articulation between Quality Assurance Frameworks for TVET and Higher Education
- Introduce a credit point system to improve articulation between TVET and HE sectors within the NQF
- Improve financial support for relevant training

Pointers for discussion



- 1) How does your country formulate TVET strategy and develop its policy framework? How does it compare to best practices?
- 2) How does your national TVET policy development process, take into account the **implementation capabilities and constraints** (e.g. financial, human, and institutional)?
- 3) How does TVET policy development and implementation in your country **reach-out and engage the key stakeholders**? Who are they and at what stage are they involved?
- 4) How can the **SADC build capacity**, to support the adoption and implementation of TVET policy frameworks that suit national and regional realities?
- 5) Is **external technical assistance** necessary? What type of assistance is necessary and from whom?

**Policy
implementation**

**Monitoring and
evaluation**

Review process



Policy implementation, Monitoring and evaluation, and review process

- TVET is crucial for **socio-economic upliftment** and **productivity** enhancement
- TVET systems need to be **optimized** in terms of access, efficiency, effectiveness, equity, quality, and responsiveness
- Up-to-date **monitoring and evaluation** (M&E) is critical for optimizing TVET policy-making and system implementation
- **Feedback from the labor market** and stakeholders is essential to guide TVET provision towards policy objectives
- A **comprehensive M&E framework** is necessary to manage TVET performance, including processes, standards, strategies, plans, indicators, databases, and reporting lines
- The M&E framework should **collect data, monitor, evaluate, analyze and report TVET performance** to policy implementors for redress if necessary
- An integrated **monitoring/management information system** can assist in structuring data collection and the M&E process.



Case from UNESCO: Monitoring and evaluation in the UNESCO strategy for TVET

- Strategy aims to accelerate progress towards the **2030 Agenda for Sustainable Development**
- Strategy focuses on **six dimensions**: economic recovery, technological change, informality, demographic transition, societal and political issues, and green and sustainable transition
- **Quantitative objectives for strategic actions** will be set and regularly monitored to ensure delivery of results
- **Results-based management approach** and accountability matrix with indicators will be used to track progress
- **Mid-term review** will be conducted to adapt the strategic course of action if necessary
- **External evaluation in 2029** will assess overall impact of the strategy and its responsiveness to member states' needs and TVET demands.



Pointers for discussion



- 1) What are the **key building blocks** of the TVET monitoring and evaluation strategy in your country? Is this based on an integrated Management Information System (MIS)?
- 2) Which are the main **indicators** that are used to measure TVET performance in your country? How do they relate to the national TVET policy?
- 3) How are **quantitative and qualitative indicators collated, analysed and reported**? How often are they measured, and how do they feed into the monitoring and evaluation system, and how do they inform and re-adjust policy implementation?
- 4) How can **monitoring and evaluation** of TVET systems (data collection, analysis, reporting and integration into policy implementation) be improved at the **SADC level**?
- 5) Should the monitoring and evaluation of TVET policy be externally led to **ensure objective assessment**?



Research and TVET



125,058	154,568	95,054	124,500
125,487	56,845	97,511	125,000
124,000	110,000	99,011	154,000
1450	150,000	99,216	95,000
	35,000	101,090	154,200
		101,684	110,000
		101,962	89,000
			50,000
			10,700



Research and VET

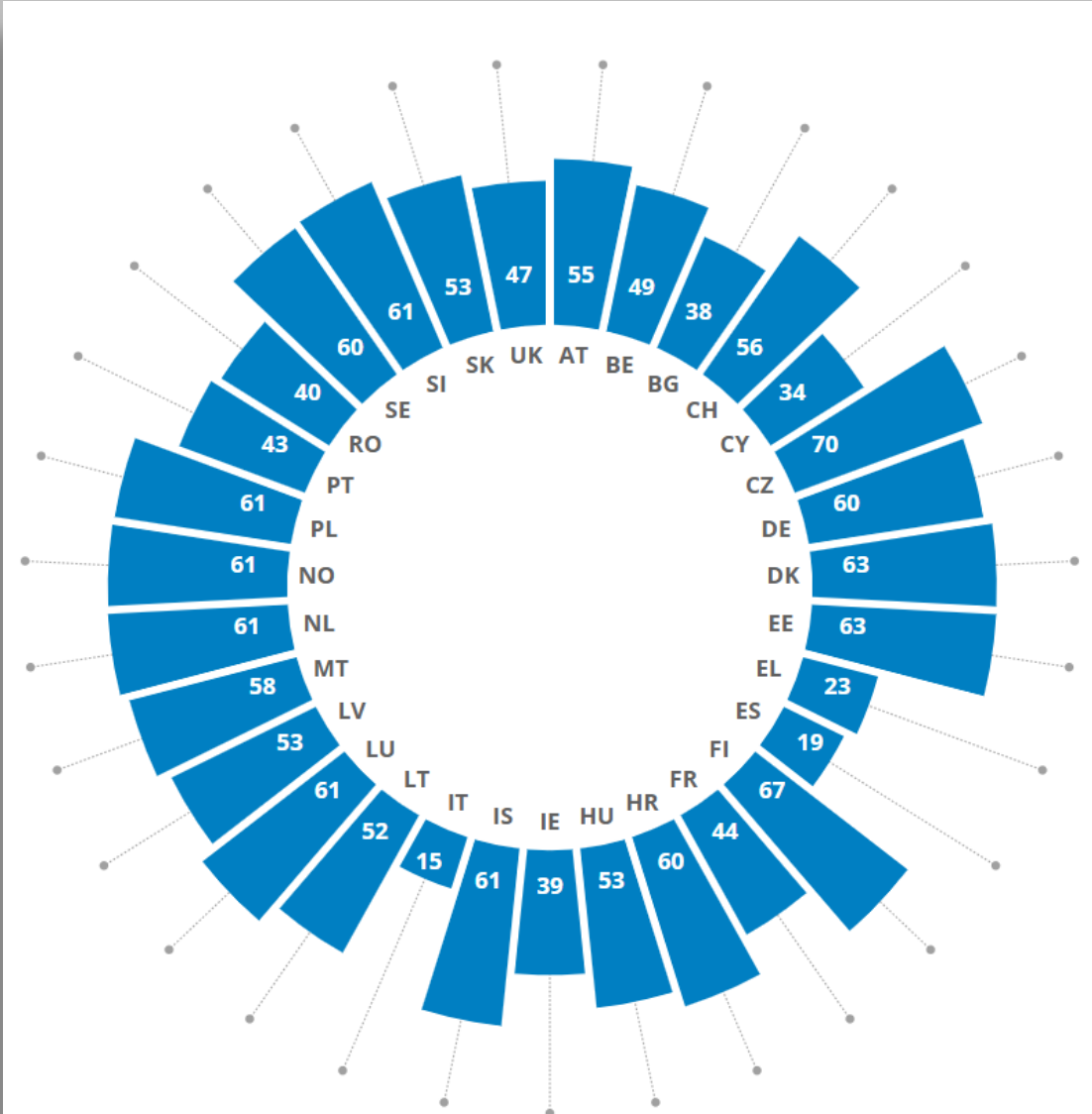
- Research is a **systematic process** that seeks information on a particular subject using methods and techniques to minimize errors
- Research cannot replace judgement and context awareness but can **reduce uncertainty and support policy options**
- Research uptake can assist in **appraising and diagnosing problems**, responding to complex TVET issues, and **informing policy implementation**
- Research can help identify **emerging trends** in technology, **assess dynamic industry needs**, and **appraise good practices**
- Research-based outlook is important during **monitoring and evaluation of policy**
- There is a growing demand for **translating research into policy practice and implementation.**

Case from InWent and UNEVOC: Research for TVET policy development

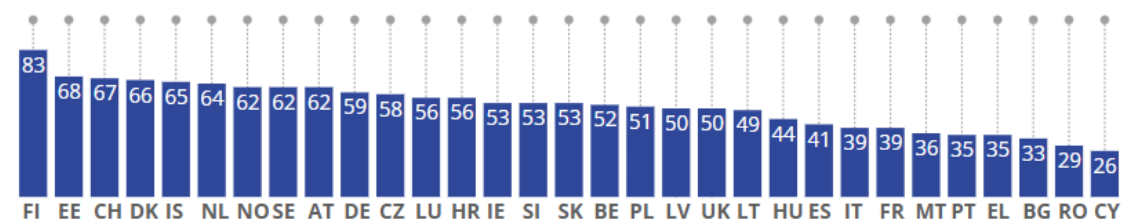
- Policy studies can provide **insight into the sources and process of policy making** and the role of research in TVET policy formulation.
- Research can address various themes and **provide knowledge relevant to TVET policy development**, such as digitalization and skills, just transition, youth unemployment, national training funds, and more.
- Monitoring and evaluating the effectiveness of TVET policies is important and can be achieved through methods such as **tracer studies, tracking and measuring development, cost-effectiveness analyses, and impact assessments**.
- **Evaluation results** can be used to provide feedback into the policy implementation process and make necessary adjustments.



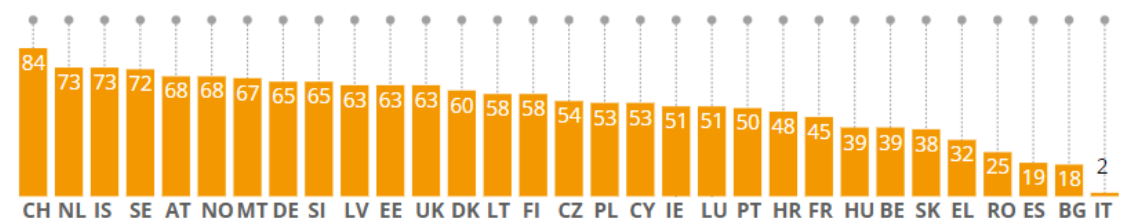
CEDEFOP – EU Agency providing evidence for VET policy making



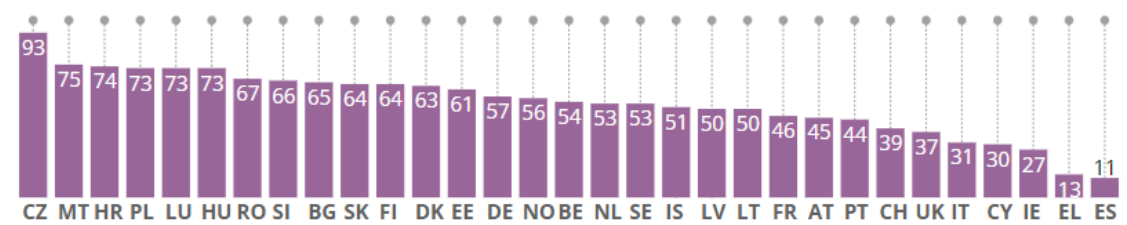
Skills Development



Skills Activation



Skills Matching

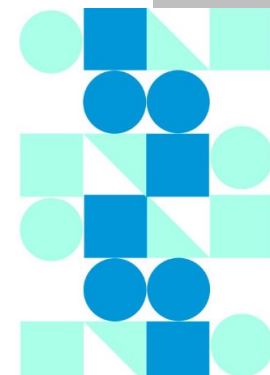


<https://www.cedefop.europa.eu/en/tools/european-skills-index>

CEDEFOP | European Centre for the Development of Vocational Training

Research paper
The future of vocational education and training in Europe
 Volume 4

NEW PUBLICATION



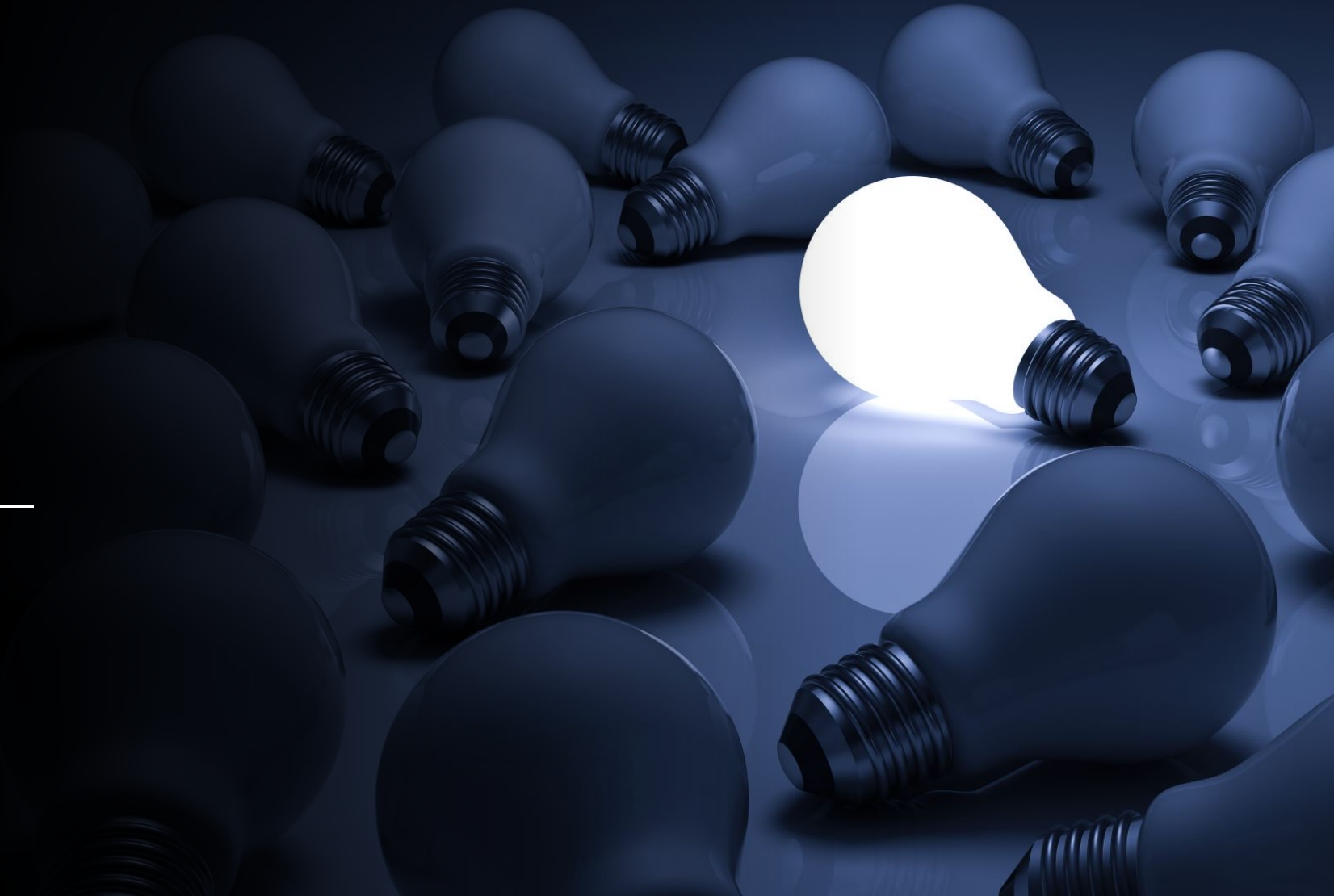
Pointers for discussion



- 1) What is **the role of research** in your national TVET policy making process?
- 2) What **type of evidence** should be provided by research to support policy setting and decision making?
- 3) What research **infrastructure and capacity** is required at **SADC and national levels**, to support TVET policy making, implementation, as well as monitoring and evaluation?
- 4) **How can the SADC assist in building research capacity** for TVET policy development at national level?
- 5) Is there **a role for TVET institutions** to conduct research with the purpose of raising their efficiency and effectiveness, or should this be done only by national and/or independent organisations?



Transfer of policy knowledge



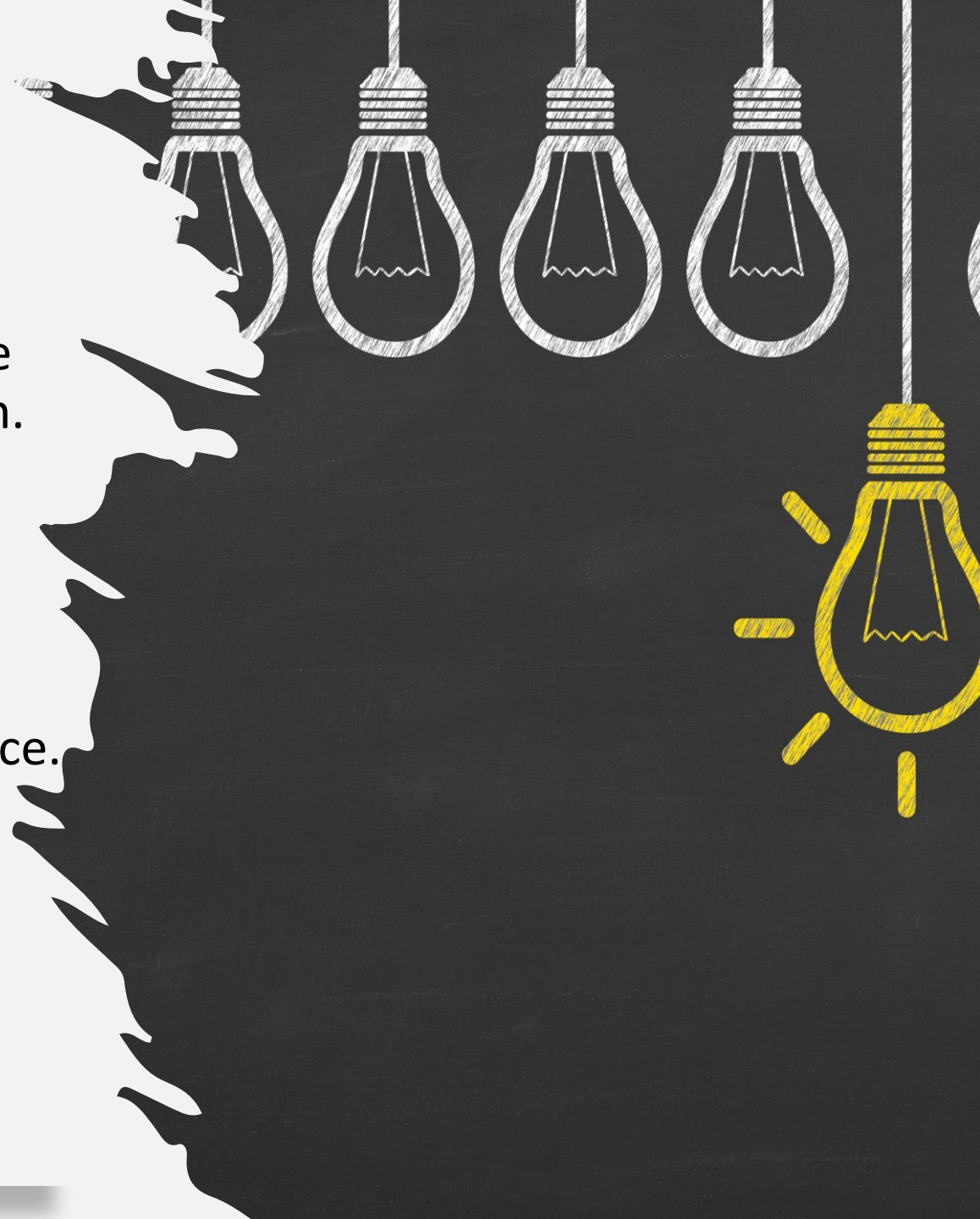


Transfer of policy knowledge

- **Transfer of policy knowledge** is important for TVET's socio-economic benefit.
- Policy transfer **involves exchanging and adopting** policy measures, reforms, strategies, initiatives and ideas across countries.
- International policy transfer is common in education but **less explored in TVET**.
- International organizations such as ILO, UNESCO, European Training Foundation, World Bank, African Development Bank, and SADC can **help in policy transfer**, reception and learning to member states while considering local realities.
- The **German apprenticeship program** is a model that has been extensively borrowed and adapted in many countries.

National, regional and global policy learning from the UNESCO strategy for TVET 2022-2029

- **UNESCO** has developed a **strategy for TVET** for the period 2022-2026 for successful and just transition.
- The strategy is anchored in the belief that TVET systems should be **proactive and adaptable** to benefit **individuals, societies, and countries**.
- The strategy aligns with **SDG 4** and aims to strengthen TVET systems to enhance their relevance.
- UNESCO will **assist 80 countries** to develop and implement policies and strategies for skills development and lifelong learning in TVET.
- The approach will be **demand-driven** and could involve contributions and support from other UN organizations.



Pointers for discussion

- 1) How would you rate the **capabilities in the SADC** to formulate TVET strategic plans and policies, and support **policy transfer** among countries?
- 2) How can such **capabilities be built/strengthened?**
- 3) How easy/relevant is the **transposition** of the SADC plans into national contexts?
- 4) How can countries from the SADC benefit from the **UNESCO's TVET policy review and development** programme?
- 5) Do the SADC countries have the **adequate human capital, support systems**, etc., to transfer policy knowledge into national TVET policies and strategies. If not **what needs to be done?**



Thank you!



“Education is the Most Powerful weapon which you can use to change the world.”

Nelson Mandela

