



Plan of Action for the

African Decade for Technical, Professional, Entrepreneurial Training and Youth Employment (2019-2028)

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Foreword

Africa is geared up to overcome its development challenges. The continent's teeming youth population, which is estimated to rise to 540 million in Year 2030, offers high potential of rapid economic growth and wealth generation if the youths are skilled and engaged in productive work. A skilled labour force attracts foreign investments. Moreover, the shift towards green energy and the rapid technological changes are creating demands for new skills and new jobs. These and other key considerations informed the prioritisation of skills development in a number of AUC strategic documents for a successful implementation of the African Union Vision 2063. This is the development agenda for transforming the continent into an economically strong and self-reliant Africa, optimally using Africa's resources for the benefits of all Africans.

The Agenda 2063 specifically raised the aspiration to "catalyze an Education and Skills revolution and actively promote science, technology, research and innovation, with the ultimate aim of building knowledge, human resources, capabilities and skills for Africa's future." In particular, the AU Continental Technical and Vocational Education Training (TVET) Strategy provides a guide for the building of the TVET national, regional and continental ecosystem. Historically, TVET has suffered as a "second choice" education in African countries. However, the success of African economies significantly depends on growing a skilled, technical and innovative workforce with a prime focus on value-added manufacturing sectors. This is because industrialisation is a veritable strategy for changing Africa's debilitating situation as huge consumers of imported products to become producers of manufactured goods, thus generating jobs and wealth. Furthermore, entrepreneurship education and training in African TVET institutions should go beyond establishing SMEs to acquiring the knowledge and innovative skills to grow small businesses into much bigger enterprises. Thus, the AU Continental TVET Strategy offers a comprehensive framework for the design and development of national policies and strategies to strengthen TVET for increased labour productivity, job and wealth creation, poverty reduction and youth empowerment.

Building on the momentum of earlier continental youth empowerment initiatives including the African Youth Charter (2006), the "African Youth Decade (2009-2018) Plan of Action (DPoA), the Malabo Declaration and Decision of Youth Empowerment (2011), dedication of 2017 as the Year of the Youth under the theme "Harnessing the Demographic Dividend through investment in Youth," the

African Heads of State and Government in July 2017 declared 2019-2028 as the "African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment" and mandated the African Union Commission to develop a Plan of Action (PoA) for the decade. The preparation of the PoA involved carefully planned background studies and consultations with several stakeholders that included policy makers, TVET providers, employers and development partners.

This TVET Blueprint, the "Plan of Action for 2019-2028 African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment" articulates strategic actions under nine focus areas that will guide and influence reforms and development of TVET in Africa, as well as addressing the inherent sector challenges and meeting existing and future labour market demands over the next 10 years (2019 to 2028). We hope that the blueprint will support and further significantly strengthen the image, governance, accessibility, relevance and quality of TVET systems and even make TVET the mainstream career choice of Africa's youth.

We urge African member states and TVET practitioners to closely align their TVET policies and strategies with this Decade Plan of Action, to bring far-reaching reforms that will respond to aspirations of the youth by providing the needed skills for gainful employment and job creation. I am confident that this Plan of Action for the African Decade for Technical, Professional, Entrepreneurial Training and Youth Employment (2019-2028) will complement the Continental TVET Strategy towards fulfilling Africa's vision of "An integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in global arena."



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Abbreviations and Acronyms

ADEA	Association for the Development of Education in Africa	ILO	International Labour Organization
AfDB	African Development Bank	IMF	International Monetary Fund
AIDA	Accelerated Industrial Development of Africa	IT	Information Technology
ASPYYE	African Skills Portal for Youth Employment and Entrepreneurship	LMIS	Labour market information system
AU	African Union	MIS	Management Information System
AUC	African Union Commission	MU	Memorandum of Understanding
AYC	African Youth Charter	MW	Megawatt
CESA	Continental Education Strategy for Africa	NA	Non Applicable
CFTA	Continental Free Trade Area	NEET	No in employment, education, or training
CSO	Civil Service Organization	NEPAD	New Partnership for Africa’s Development
DAC	Development Assistance Committee	NER	Net Enrolment Rate
DPoA	Youth Decade (2009-2018) Plan of Action	NGO	Non-Governmental Organization
EMIS	Education Management Information System	OECD	Organization for Economic Cooperation and Development
ESD	Education for Sustainable Development	PoA	Plan of Action
ESET	Enhancement of the Skills of Entrepreneurs and Trainers	PPP	Purchasing Power Parity
FA	Focus Area	PPP	Public Private Partnership
4IR	Fourth Industrial Revolution	ToR	Terms of Reference
HEIs	Higher Education Institutions	TVET	Technical and Vocational Education and Training
HIV	Human Immunodeficiency Virus	SDG	Sustainable Development Goals
HR	Human Resource	SMEs	Small and Medium Enterprises
HRST	Human Resources, Science and Technology	STEM	Science, Technology Engineering and Mathematics
GDP	Gross Domestic Product	STISA-2024	Science Technology and Innovation Strategy for Africa 2024
GEWE	Gender Equality & Women’s Empowerment	RECs	Regional Economic Communities
GER	Gross Enrolment Rate	R&D	Research and Development
GIZ	German Agency for International Cooperation	UN	United Nations
GNI	Gross National Income	UNCTAD	United Nations Conference on Trade and Development
ICT	Information Communications Technology	UNDP	United Nations Development Programme
IEC	Information Education and Communication	UNESCO	United Nations Educational, Scientific and Cultural Organization
IGA	Income Generating Activity	UNFPA	United Nations Population Fund
IIEP	International Institute for Education Planning	UNICEF	United Nations Children’s Fund
		USAID	United States Agency for International Development
		WEF	World Education Forum

Introduction

With 1.2 billion people of whom 65% are under age 35, Africa is the only continent in the world where the working-age population is estimated to rapidly expand beyond 2035 (see ILO, 2016). Africa's youth population (15-35) is estimated to reach 540 Million by 2030; and there will be half a million more 15 year-old each year than the year before between 2015 and 2035. The African Union's Agenda 2063 takes this burgeoning youthful population as one of the most important resources for achieving the vision of peaceful, integrated and prosperous Africa.

However, the growing problem of youth unemployment and underemployment constitute central challenges to Africa's development (see UN DESA, 2015). The most relevant megatrends that affect labour demand and supply in very complex and profound way include Africa's economic contexts, political conditions, and human resource development. If African countries manage to sustain their GDP growth by diversifying their economies, ensure political stability and rules of law, and make the **right human capital investments**, African youth will have work decency, quality of skills and innovativeness, and they are truly the continent's greatest asset¹.

Fostering opportunities for addressing youth under employment is increasingly becoming a key priority agendum for almost all African countries. Several key instruments have been developed to guide youth development/employment in Africa over the years (see No 2.4 below). In connection to this, technical and vocational education and training (hereafter TVET)² is higher on African Member States' agendas than ever before. There is now growing acknowledgement among diverse salient stakeholders on the importance of TVET to foster youth employment, contribute to the economic development of African countries, and to gain competitiveness at the global market. An important goal of the African TVET³ systems is to develop skills that are relevant, up-to-date, sought after in the job market, and ultimately, help their trainees to find employment or become successful entrepreneurs (see AU, 2007). As a steep forward in this direction, the Heads of State and Government in July 2017 declared through decision Assembly/AU/Dec.652 (XXIX), the 2018-2027 periods, as the African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment. The decision also requested the AUC in collaboration with Burkina Faso and development Partners to develop this **"Plan of Action for the African Decade (2019-2028) for Technical, Professional, Entrepreneurial Training and Youth Employment"** (hereafter PoA).

Objectives

¹ The combined demographic dividend could be at least \$500 billion per year (equal to one third of the region's current GDP) for up to 30 years (UNFPA, 2014).

² As part and parcel of the education sector, TVET extends from primary education to higher education in a cross-cutting manner.

³ Globally as well, three of the seven targets under SDG 4 are related to TVET, highlighting the pivotal role of technical and vocational education and training plays in transforming society.

- Identify concrete actions to re-orient education and training systems to address mismatch between education and training and labour market needs through high quality learning experiences and coherent policies at regional and national levels
- Set goals and targets: improving TVET; STEM; use of digital technologies to enhance teaching, learning and assessment; promoting entrepreneurship and innovation and building leadership capacities; embedding a new model of inspections; focused engagement with enterprises; and enhancing apprenticeships.
- Identify strategies for partner engagement and mobilization of adequate resources and funding towards the implementation of the Action Plan, and
- Develop M&E and Reporting Framework for the implementation of the Action Plan.

Methodology

The preparation of this draft PoA took a mixed research approach involving (i) review of the relevant frameworks and policy mechanisms at the continental level; (ii) review of the relevant literature and other documents at the RECs; (iii) Inputs from eight⁴ member states towards development of the plan of action; (iv) review of the research outputs, assessment reports and other relevant documents (included but not limited to Articles, books, journals, researches by organisations like UNESCO, ILO, World Bank, AU, AfDB, USAID, GIZ, etc., and annual report of continental activities), (v) inputs from the AU TVET Expert Group members on the inception report for the assignment in Tunisia from April 16 to 19, 2018, (vi) primary data collection from diverse salient stakeholders active TVET and youth employment in Africa and beyond, (vii) inputs obtained from a pre-validation workshop conducted from June 6-8, 2018 in Mombasa, Kenya, (viii) comments obtained from the technical reviewers on the draft PoA, and (ix) inputs obtained from the participants of validation workshop from October 21 to 25, 2018 in Algiers, Algeria.

Skills Development, Entrepreneurship and Youth Employment Ecosystem Analysis in Africa at a Glance

This section covers the multi-level nested ecological analysis by linking activities within TVET providers to macro influences at the continental level through the two intermediate layers-'meso' and 'exo' at REC and member state levels, respectively. The societal (macro) environment that influences the skills development, entrepreneurship and youth employment ecosystem in **Africa has shown positive progress**. With varying level of growth by country,

⁴ Includes Burkina Faso, Egypt, Ethiopia, Ghana, Kenya, Mali, Rwanda, Senegal

African economies have generally been resilient (AfDB, 2018) and many African countries have also enjoyed significant political stability.

As indicated in the introductory section above, Africa's youth population is estimated to reach 540 Million by 2030. In almost all regions of Africa (except the Southern part), all segments of the populations grow, but with a faster increase of the youth population (AfDB, 2016), characterized by the youth bulge.

Key Regulatory Frameworks on the Skills Development, Entrepreneurship and Youth Employment in Africa

Political will and commitment in terms of expanding opportunities for the skills development, enhancing entrepreneurship, and promoting economic growth and political stability across the African countries is deeply embedded in the Pan African Vision of "An integrated, prosperous and peaceful Africa, driven by its own citizens, representing a dynamic force in the international arena." It is further cemented in a forward looking 50 year continental framework (namely Agenda 2063⁵) and the First Ten Year (2013-2023) Implementation Plan of Agenda 2063 under aspirations 1 and 6.

Strong and credible political will to enhance the skills development, entrepreneurship, and youth employment at the continental level has been manifested by the African Youth Charter (2006) and the "African Youth Decade (2009-2018) Plan of Action (DPoA). Other important frameworks include: the Ouagadougou Declaration and Plan of Action on Employment Promotion and Poverty Alleviation (2004-2014), and the Malabo Declaration and Decision of Youth Empowerment (2011), among others. The Assembly of Heads of States and Governments of the African Union declared the years 2009 to 2018 as the decade on youth development in Africa. With a view to transform the potential of Africa's large youth population, often referred to as the youth bulge, into a demographic dividend, the AU Assembly Decision (Assembly/AU/Dec.601 (XXVI) of January 2016, dedicated the year 2017 as the year of youth under the theme "Harnessing the Demographic Dividend through investment in Youth". Consequently, a roadmap for the implementation of the theme was developed with key deliverables, milestones and concrete actions on employment and entrepreneurship, education and skills development, health and wellbeing, as well as rights, governance and youth empowerment. Building on this momentum the Heads of State and Government in July 2017 declared through decision Assembly/AU/Dec.652 (XXIX), the 2018-2027 periods, as the African Decade for Technical, Professional and Entrepreneurial Training and Youth Employment.

The African human resource development/skills development at the continental level is steered by: the Continental Education Strategy for Africa 2016-2025 (CESA 16-25)-AU (2016), the Continental Strategy for TVET to foster Youth Employment (AU, 2007), and Science Technology and Innovation Strategy for Africa 2024, among others. All African Member States are also committed to

⁵ Agenda 2063 is anchored on the AU vision and is based on the seven aspirations. It was adopted in January 2015 in Addis Ababa

strengthen their national education and training systems by investing at least 4% to 6% of GDP to education and/or to allocate at least 15% to 20% of public expenditure to education, in line with the Education 2030 Framework for Action. Explicit targets are set for the African education and training systems in the SDG4 of the 2030 Agenda and Objective 1.2 of the 2063 Agenda, respectively.

The Main Challenges for Skills Development, Entrepreneurship and Youth Employment in Africa

The growing problem of youth un(der)employment⁶ constitute central challenges to Africa's development (see UN DESA, 2015). In Africa, only three million formal jobs are created annually despite the ten to twelve million youth that enter the workforce each year (AfDB, 2012; IMF, 2013). Of the 420 million youth (excluding students) on the continent, one-third is unemployed and discouraged, another third are vulnerably employed and only one in six is in wage employment (AfDB, 2012). This youth unemployment also significantly varies on the basis of gender, geography and political conditions of the Member States and Governments. Females face high barriers, with 35% of all youth not in employment, education, or training (NEET), compared to 20% of men (AfDB, 2012; African Union Strategy for Gender Equality & Women's Empowerment (GEWE) (2017-2027).

Youth under employment is driven by interlinked and mutually reinforcing demand-side challenges that impede job creation, supply-side challenges that limit the development of an appropriately skilled youth workforce, and challenges in linking potential employers and relevant employees together effectively. A slow rate of economic diversification, an overreliance on the primary sector, and a low socio-economic productivity (AfDB, 2016) in Africa are the main demand-side challenge for job creation.

An analysis of Africa's TVET record reveals persistent challenges related to access and equity, quality and relevance, TVET governance and management, and TVET financing (AU, 2007; ADEA, 2017). Although enrolment figures in formal TVET programmes show a fair gender balance, girls are over proportionately represented in soft skills like commerce and typical female occupations such as textiles and hospitality, and underrepresented in traditional technical occupations like building and construction, manufacturing and/or automotive. Economic inequality also erects barriers to participation in TVET in many African countries as children from poor parents are unable to pay the fees charged by training institutions. Geographically, relatively good quality technical and vocational schools are invariably located in cities, especially the larger ones.

In many African countries, TVET is still considered by parents and public at large including governments, parliamentarians and political parties as the domain for less academically gifted or endowed students (see AU, 2007). This perception was fuelled by apparent low academic requirements for admission into formal TVET programmes and the limited prospects for continuing education and

⁶ Youth unemployment accounts for 70% of the total unemployment in Africa

professional development to higher education. As a result, TVET systems in many African countries are still facing a challenge of attracting quality trainees.

The high youth un(der)employment rate in Africa partly reflects the weakness in the quality and relevance of the African education and training systems in general and TVET in particular. School learning including TVET are decontextualized with regard to the economic and social reality in which young people live. Many research outputs indicate that the lack of inputs from perspectives of productive sector (particularly private sector) or employers into curriculum design, training delivery and students' assessment and certifications are partly responsible for the mismatch (see AfDB, 2016). TVET programmes are thus insufficiently calibrated to the economic development priorities of their countries, regions, and local economic priorities as well as growing industries (AfDB, 2016). This is much linked with weak quality of labour market information system (hereafter LMIS) in Africa (USAID, 2016) as presented in subsection 3.6.1 below.

Most TVET teachers and trainers tend to have an academic background but they lack relevant practical work experiences (UNCTAD, 2013). In this regard, most teachers are inappropriately practically skilled, not aligned themselves with modern technology requirements, and thus they tend to disregard the importance of practical skills and appreciation of the world of work. Other related challenges include: low level of salaries, poor social status and career perspectives for TVET teachers and instructors. Moreover, the development of technical and vocational skills in Africa is undervalued and devoid of resources (AU, 2007; ADEA, 2017) due to inadequate funding.

The African TVET systems generally lack proper governance, leadership and management capacity at all levels. Most capacity limitations can be explained by (i) limited engagement of all salient stakeholders in policy dialogues, (ii) poor coordination, (iii) lack of involvement of all salient stakeholders in the programme implementation, and (iv) weak monitoring and evaluation (M&E) capacity. This suggests that the relationships among relevant TVET stakeholders are weakly developed (AfDB, 2016; AU, 2007).

The African traditional apprenticeship face some key challenges related to (i) low levels of education of both masters and apprentices, (ii) perpetuate existing technologies or slow to embrace modern technological practices, because the learners and their trainers are often poorly educated, and (iii) lack appropriate pedagogical skills/non experimental and sometimes outdated learning methods (World Bank ,2005). No formally recognized TVET certification is available for learning outcomes achieved through non-formal and informal modes of training or learning in some countries (see ADEA, 2017).

The Main Opportunities for the Skills Development, Entrepreneurship and Youth Employment in Africa

The availability of several institutional frameworks both at the national and continental levels to steer the African education and training systems in general

and TVET in particular is considered as one important opportunity (see subsection 2.5 above, Agenda 2063 under its aspirations 1 and 6). An ever-growing social demand for TVET has been witnessed across most African countries. Another opportunity that could be mentioned relates to scaling or replicating effective TVET models and good practices in Africa. For example, Tunisia TVET system offers several innovative/effective TVET models, including public-private partnerships (USAID, 2016). Moreover, the 2015 AUC continental TVET competition identified 20 good practice models across all regions. Knowledge exchange among TVET practitioners at multiple levels, and research or communications initiatives can help raise awareness of what is working in Africa and how to replicate it.

A paradigm shift that favours a more holistic approach to adopt and recognize skills acquisition in all types of training (be it formal, informal or non-formal TVET learning) across many African countries is another important development in the African TVET landscape. The active participation of the private sector in the National TVET system has been gradually growing. At the continental level, for example, a declaration of commitment and partnership between the African Union Commission HRST, the NEPAD Agency, and Business Africa, the confederation with membership drawn from African employers' organizations from 40 African countries, to invest in youth and initiate partnerships with the education sector for improved quality and access of employment oriented education and training. In addition, in South Africa, for example, over 100 companies have signed up for the youth entrepreneurship and self-employment (YES) Initiatives to provide work experiences to youth.

The youth in Africa have generally positive entrepreneurial attitudes and perceptions (GER, 2015). Sub-Saharan Africa has an average total early-stage entrepreneurial activity (TEA) rate of 26.6% (Bosma and Amorós, 2014), the highest average TEA of all the regions surveyed globally by GEM⁷ with a large pool of potential future entrepreneurs.

Analysis of the key priority areas for the First Ten Year Implementation Plan of Agenda 2063, the main flagship projects and programmes approved by the AU Summit, review of the national and regional development plans and strategies, and more importantly the 2016 ***"African Critical Technical Skills8 Key Capacity Dimensions Needed for the First Ten Years of Agenda 2063"*** shows that there are significant opportunities for creating jobs in the African agriculture, industry, and service sectors (see AfDB, 2016; AU, 2016).

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⁷ Latin America and the Caribbean at 18.5% and Asia Pacific and South Asia at 12.4%

⁸ An indicative list of critical professional skill areas needed to achieve Agenda 2063 are identified and organized within 106 critical technical skill categories (Ibid, pp10&11 in Table 1.1) as the major opportunities for youth employment.

AU Vision

The African Union envisions a *“peaceful and prosperous Africa, integrated, led by its own citizens and occupying the place it deserves in the global community and in the knowledge economy.”* The Continental Strategy for TVET to Foster Youth Employment and this Plan of Action are meant to contribute to deliver the necessary human capital for the realization of the AU Vision.

TVET Mission

The TVET mission is, as stipulated in the Continental TVET Strategy (AU, 2007), to empower the African people (especially youth) as a culmination of all the training needed for the social-economic development of the continent. A need to build coherent and integrated TVET systems at the national, regional and continental levels through the development and implementation of national and regional plans is underscored in the TVET strategy. The coordination and integration of the African TVET system will be achieved through (i) the establishment of common quality standards, (ii) genuine standardization in TVET, (iii) mutual recognition and harmonization of training among countries and across formal, non-formal, and informal learning approaches, and (iv) mobility of players, especially teachers and trainees.

Objectives of the Decade Plan of Action

The main objectives of this Plan of Action for the African Decade (2019-2028) for Technical, Professional, Entrepreneurial Training and Youth Employment are to:

- Serve as a road map on the accelerated implementation of the Continental Strategy for TVET to Foster Youth Employment.
- Enhance the relevance and quality of the African TVET systems (formal, informal and non-formal) for equipping youth and adults with the skills required for (self) employment, decent work, entrepreneurship and lifelong learning by regularly aligning TVET programmes with the labour market requirements.
- Ensure inclusive and equitable (youth-oriented) TVET and promote lifelong learning opportunities for all.
- Promote efficient and cost-effective TVET systems in Africa with enhanced governance, leadership and management implementation capacities at all levels.
- Strengthen or ensure the status and attractiveness of TVET by implementing an effective communication strategy.
- Develop a sustainable financing system for TVET with efficient and cost-effective delivery, management structures, and implementing resource

mobilization strategies.

- Establish a benchmark of standards, indicative criteria’s and accountability during the implementation, monitoring, evaluation and reporting of this PoA.
- Strengthen the knowledge base of TVET providers through their engagement in R&D in view of making TVET providers centres for technology capability, innovations, accumulation and transfer.
- Contribute to the implementation of the continental and global development agendas namely Agenda 2063 and the Sustainable Development Goals respectively.

Guiding Principles of the Implementation of this PoA

The implementation of this *plan of Action for the African Decade for Technical, Professional, Entrepreneurial Training and Youth Employment* consists of the following guiding principles:

- The principle of promoting a whole-of-government (integrated) approach and of participation of other stakeholders⁹ to respond to the competence needs and qualification requirements of the labour market by aligning TVET provisions with national plans and development priorities. The national TVET system will enhance the competitiveness of all economic sectors through a competent workforce and towards improving people’s employability in the labour market and with regard to self-employment.
- The principle of subsidiarity will be pursued to develop, implement, awareness creation, knowledge and information sharing, capacity building, financing and resource mobilization, and monitoring and evaluation of this PoA at the national, regional and continental levels according to the defined roles for each level in the Continental Strategy for TVET to foster youth employment.
- The principle of striving for the highest standards of quality and relevance of all TVET offers by putting in place effective means of quality management system, and regularly monitoring the relevance of TVET programmes vis-à-vis labour market needs. An important mechanism for this will be the introduction of competence-based TVET delivery with occupational standards, assessment and certification systems.
- The principle of taking ownership of both the Continental TVET Strategy and this PoA on the basis of diversity among the African countries in terms of current positions of member states in the development trajectory, resources endowments, geographical location (islands, land-locked etc.) capacities in development and economic management.
- The principle of effectiveness, by avoiding duplications and putting in front the comparative advantages of coordination and structuring of TVET

⁹ Include ministers, parliament, political parties, civil society organizations, the private sector and trade unions, development agencies and foundations, teachers’ unions, parent’s associations, women and youth movements, research and expertise networks

systems at all levels, and promoting good governance, effective leadership and management, and accountability in TVET at all levels.

- The principle of effective collaboration and partnerships with diverse actors such as the AUC, RECs, Member States and Governments, development partners, UN organs, youth groups, business Africa, productive sector, and civil society in order to promote equitable access for female and male, rural and urban, those in fragile states through formal, non-formal and informal TVET learning opportunities.
- The principle of pursuing life-long learning opportunities (including initial and further TVET) to enable the workforce to keep pace with the rapidly changing work environments. Life-long learning also allows for continuous enhancement of one's qualification.
- The principle of generating a standardized, comprehensive data and information at the national, regional and continental levels is followed to measure effectiveness and efficiency of the plan of action and effective knowledge and information sharing using an effective monitoring, evaluation and reporting framework.

Expected Outcomes of the Decade

At the end of the implementation of this Plan of Action for the African Decade (2019-2028) for Technical, Professional, Entrepreneurial Training and Youth Employment, Africa would have addressed key issues hindering its TVET development and youth employment, and therefore would have:

- Re-oriented the African TVET systems to address mismatch between education and training and labour market needs through high quality learning experiences and coherent policies at the continental, regional and national levels.
- Significantly raised TVET achievement in terms of equitable access, relevance, quality, and efficiency, while addressing the current youth un(der) employment and contributing for socio-economic growth and Africa's competitiveness;
- Implemented an outcome-based national TVET system by fully involving the productive sector starting from needs articulation for TVET programmes to certification of TVET graduates.
- Significantly enhances attractiveness and esteem of TVET as a pathway for skills development, employability, higher education, and economic development.
- Promoted entrepreneurship and innovation for ensuring self-employment of TVET graduates.
- Built governance, leadership and management capacities at all levels.
- Implemented feasible strategies for partner engagement and resource

mobilization that resulted in sustainable funding towards the implementation of the PoA.

- Developed M&E and Reporting Framework for the implementation of the Action Plan.

Focus Areas of the Plan of Action

The approach of transformation in TVET to foster youth employment must be systemically addressing the challenges witnessed in the different components of the skills development, entrepreneurship and youth employment ecosystem in Africa (see Section 2B from 2.6-2.13 above). Transforming TVET from low quality and relevance with noticeable skills mismatch with labour market needs and second-choice learning into higher quality, demanded and relevance learning opportunities requires sustaining a series of actions in different strategic areas. Data obtained through a series of stakeholder consultations and the review of the relevant literature discussed in section 2 above highlighted a need for reconstruction and restructuring African TVET systems to foster youth employment. Accordingly, **NINE FOCUS AREAS (FAs)** are identified as the building blocks of the Plan of Action for the African Decade (2019-2028) for Technical, Professional, Entrepreneurial Training and Youth. The identification of these focus areas has been fully informed by the First Decade Agenda 2063 Plan of Action, the African Youth Charter, endorsed in July 2006, the African Youth Decade (2009-2018) Plan of Action, the CESA 2016-2025, and the Continental Strategy for TVET to foster Youth Employment (2007) in order to respond to the current technical and professional skills deficits and youth unemployment challenges of Africa. The focus areas are:

FA 1: Strengthening Labour Market Information, Skills Forecasting/Anticipation System, Quality of Employment Services, and Career Guidance;

FA 2: Improving Quality and Relevance of TVET in Africa for an Ever-Changing World of Work;

FA 3: Enhancing Equitable Access of TVET for All;

FA 4: Promoting Digital, Blue and Green Skills in African TVET Systems;

FA 5: Fostering Innovation and Entrepreneurship in Africa;

FA 6: Strengthening Governance, Leadership and Management Capacities at All Levels;

FA 7: Image Building, Advocacy and Social Mobilisation for TVET;

FA 8: Ensuring Sustainable TVET Financing Mechanisms; and

FA 9: Monitoring and Evaluation System for TVET.

Labour Market Information, Skills Forecasting/Anticipation, & Career Guidance System

Goal: Produce and organize a robust national labour market information system

(LMIS) for a wider spectrum of labour market stakeholders (e.g. youth¹⁰, employers, job seekers and policy-makers) including TVET systems.

Rationale and Focus: Most labour market information systems in Africa remains stuck with basic systems¹¹, or a basic data-driven system that comprises few public actors with limited capacity, with little or no private sector's active contribution to the system (USAID, 2016). The key explanations for the underperformance of the African LMIS include: (i) lack of financial¹² support needed to bring about, and sustain, the required technical and human resources for LMIS development, (ii) not truly integrated with policy making channels, and as a result not actually informing the choices of labour market actors, (iii) weak collaboration among different ministries/departments as the responsibility for LMIS has almost always been attributed to the department in charge of statistics (usually, the National Institute of Statistics), (iv) unable to provide specific sector-level indicators that could inform planners how to make improved decisions regarding the way in which resources are to be invested in skills, (v) little value for the private sector since LMIS contains no practical information on the supply skills or the extend of the skills gap, (vi) missing analysis leading to little applicability, (vii) ineffective dissemination of labour market information, (viii) low levels of private sector participation, (ix) absence of informal¹³ sector labour market information. No truly convincing system exists in Africa that brings significant value to policy makers, employers and employees alike (Powell & Reddy, 2015).

The data-driven¹⁴ Africa's LMIS (far from service-oriented¹⁵ LMIS) offer inadequate services to employers, job seekers, trainers and trainees. Most African countries lack an up to date, readily available and precise information on local and national employment levels, skill demand foresights, job offers and vacancies, trainings and qualifications or user-friendly employment services, which are the much needed backbone for effective reform of the African TVET systems (USAID, 2016). As a result, many TVET systems in Africa do not have latest and accurate LMIS on the supply and demand sides, from which the present and future demand for skills and occupational qualifications in the labour market can be derived.

Any actions/interventions on skills development need to be made with the best information available, particularly in Africa, where resources for investment in skills are severely constrained and can ill afford to be wasted. African countries need to establish reliable LMIS, which becomes the knowledge base on which labour policies are built and the go-to place for workers and employers looking for work, training and skills. The African LMIS¹⁶ would be expected to function

10 Who seek information on training opportunities and financing opportunities

11 With some possible exceptions like Mauritius (Johanson & Adams, 2004) and South Africa,

12 Most data has been collected in the event of an externally financed, i.e. internationally backed project, and surveys, which constitute the backbone of a statistical system, are renewed irregularly, if ever.

13 With over 80% of the labour force working in informal occupations, a system that focuses on formal labour market description, or on mapping the skills that a small formal sector demands, quickly shows its limit in terms of applicability and credibility.

14 Generate descriptive data on the labour market. Their main purpose is to produce information (i.e. statistics) describing the situations that prevail in the labour market. Such systems are especially useful for policy makers and for designing interventions aimed at improving the situation in, or the functioning of, the labour market.

15 Provide labour market services. They are designed to provide information to youth and workers, employers (and labour market intermediaries) to empower them to improve their work situation or their labour force, respectively.

16 The LMIS is required to undertake a domino effect of actions immediately follow when a person registers for unemployment in a job centre, including a job profile is created in a database, automatically adjusting centrally managed statistical figures;

with up to date information, readily available and precise information on local and national employment levels, skill demand foresights, job offers and vacancies, trainings and qualifications or user-friendly employment services. In short, the proposed labour market information depicts all information about the labour market, including the inputs (labour market data, soft and hard), the processing (labour market analysis) and the outputs (labour market intelligence).

Strategic Intervention Areas:

- ☞ *Preparing a national indicative human resource planning according to the national development priorities.*
- ☞ *Establishing robust national and regional level market information systems (labour demand and labour supply).*
- ☞ *Provide and strengthen public employment services and institutionalised career guidance services as well as their collaboration.*

Improving Quality and Relevance of TVET in Africa for an Ever-Changing World of Work

Goal: Provide the African (young) people with quality and relevance TVET that fit them into an ever-changing world of work.

Rationale and Focus: The current high youth unemployment rate in Africa partly reflects the weakness in the quality and relevance of TVET across most African countries. This weakness is explained by shortfalls connected institutional frameworks and coordination mechanisms, systems and procedures, and resources (more importantly human resources-knowledge, experiences and technical skills) across several TVET systems in the continent. At the level of the regulatory frameworks, no formally recognized TVET certification is available for learning outcomes achieved through non-formal and informal modes of training or learning in some African countries (see ADEA, 2017). TVET accreditation and qualification frameworks at all levels are also not well-developed across many African countries.

The greatest important criticisms for the current skills mismatch between TVET and labour market needs is that TVET is largely decontextualized from the economic and social reality in which young people live (ADEA, 2017). Lack of adequate inputs from perspective of the productive sector (particularly private sector or employers) into curriculum design, training delivery and students' assessment and certifications is the most important causes for the current skills mismatch between TVET and labour market needs. Moreover, TVET systems in most African countries are still facing a challenge of attracting quality trainees as discussed in subsection 3.6.7 below. The absence of right foundation at basic education for the incoming TVET trainees contributes to the quality of the skills and technicians produced at the later stage. There is also inadequate vocational

benefit options are determined, including training options and career paths, which are investigated; CVs are published online; local and national job searches are conducted, and so forth.

guidance and counselling services for the future trainees. Similarly, traditional apprenticeship¹⁷ of Africa faces some important shortcomings as listed under No 2.12. The efforts toward enhancing the competitiveness of African firms using in-service training for SMEs are also not well-developed, relative new phenomena and few in numbers.

Inadequate quantity and poor quality of educational inputs are the key challenges for improving the relevance and quality of TVET in most African countries (see AU, 2007). This challenge is mainly explained by the insufficient academic background of most TVET teachers/trainers in Africa (see No 2.11 above). Low level of salaries, poor social status and inadequate career perspectives for TVET teachers/instructors exacerbate the weaknesses in the TVET systems across most African countries. The development of technical and vocational skills in many African countries is also devoid of resources or under-resourced (poor quality, obsolete or damaged infrastructures) of TVET providers that remain to be another constraint for imparting quality and enhancing relevance of TVET.

This requires designing and developing education, training and skills development options by involving various economic, professional and social stakeholders. Quality and relevant TVET that responds to the demands of the labour market need to be designed and delivered by TVET providers and productive sectors in order to equip the increased numbers of young people with the skills for entering the world of work.

Strategic Intervention Areas:

- ☞ *Building outcome/competency-based TVET systems in partnerships with the private sector and other stakeholders.*
- ☞ *Harmonized qualifications and accreditation systems at regional and continental level.*
- ☞ *Establishing mechanisms for TVET engagement in the transformational sectors.*
- ☞ *Capacity building of educators with relevant modern and practical competencies.*
- ☞ *Improve infrastructure, equipment, e-technology.*
- ☞ *Internal quality enhancement at TVET providers.*

Enhancing Equitable Access of TVET for ALL

Goal: Expand TVET opportunities to a wider range of different target groups who need initial TVET or retraining by focusing on those disadvantaged in the labour market

Rationale and Focus: Access to schooling in general and TVET¹⁸ in particular has seen significant progress in Africa in the past two decades (CESA, 2016). The

¹⁷ The main entry point for those who have never been to school, dropouts from education, and also for some graduates from post-secondary education

¹⁸ TVET is not a dominant subsector (only 6% in formal enrolment) in education and training systems of most African countries (AU, 2016).

overall pyramid of the African education shows a broad base (79% at primary level), a very narrow middle section (50% at secondary level), 6% for formal TVET, and a miniscule top (7% at tertiary education) (GMR 2015; ADEA, 2017). In Africa, however, 31.4 million primary school aged children, 23.6 million secondary school-age adolescents, and 33.1 million youths of secondary school age are still out of school (World Education Monitoring Report, 2016).

Although enrolment figures in formal TVET programmes show a fair gender balance, there are disparities in TVET participation in Africa on the basis of gender-based disproportionate representation in occupations, economic inequality, geographically, and countries in conflict or post-conflict situations as indicated in No 2.8 above. For instance, girls are over proportionately represented in typical female occupations and underrepresented in traditional technical occupations. The increasing importance of the informal sector is one of the salient characteristics of labour markets throughout the continent. Skills acquisition in the informal sector is, however, inadequate as low levels of education are prevalent among informal sector workers. Business owners in the informal sector do not regard upgrading of skills as a priority, which also causes educational inequality and increasing raising equity concerns. In most enterprises/firms, training mostly happens in the initial stages of employment and workers have limited opportunities for lifelong learning.

There is an urgent need for enhancing access for TVET and ensure equality of opportunity or equity by tackling disparities related to gender, geographical locations, and economic status. All Africans, irrespective of age, should be given an opportunity to learn and continue to learn in order to address the current youth unemployment. Entering the labour force and traditional apprenticeships with low basic skills narrates the growing importance of TVET in Africa for supporting skills development and the creation of entrepreneurial opportunities that support gender equality. In this regard, there is a need for taking education closer to learners by expanding access through public-private solid partnerships at local, regional, national and international levels. These could be achieved by incentives embedded in national/regional/institutional strategies and policies accompanied with the necessary resources, and by integrating modern technology in education. A multi-dimensional and flexible process, as well as entry points and reintegration at all ages and at all levels of education is required to that end.

Strategic Intervention Areas:

- ☞ *Overall Expansion of TVET sector.*
- ☞ *Extend public provision of TVET to marginalized groups and those in vulnerable situations and will need to “formalize” all providers.*
- ☞ *Encouraging private sector participation in TVET provisions.*
- ☞ *Addressing gender transformation in TVET.*
- ☞ *Development of lifelong learning opportunities for all.*
- ☞ *Developing and improving learning opportunities for informal sector workers*

Promoting Digital, Blue and Green Skills at the African TVET Systems

Goal: Apply digital, blue and green skills at the African TVET systems for the smooth transition to digital societies, and green & blue economies

Rationale and Focus: A quest for sustainable development (a health interconnection among climate, people and planet) and rapidly expanding ICT applications in the day to day life of individuals requires new skills and knowledge needed to ease transitions to green and blue economies and digital societies. Since all AU Member States have priorities for the transition to climate resilient green and blue economies and digital societies, the African TVET institutions are expected to design and impart their programmes in the digital technology, green and blue economies as part of ensuring relevance of TVET (see Target 7 under SDG4).

In Africa, nonetheless, the identification of specific skills development and training requirements for climate change adaptation remains largely unfocused. The African TVET systems in general and TVET institutions in particular are extremely slow in the application/training of skills necessary for digital societies, and blue and green economies (AU, 2007; UNESCO, 2016). Although the projected demand for skills for the green and blue economies at the workplace and lifelong learning are pressing, the education and training response is very slow. Integrating ICT in TVET has faced several challenges as Africa continues to lag behind the rest of the world in terms of ICT readiness¹⁹. A majority of Africa population are still offline and unable to participate fully in the digital economy (World Bank, 2016). Broadband costs continue to be beyond the reach for most Africans (www.eTransformAfrica.org). The most prevalent challenges across the continent to fully move forward in these business areas are infrastructure, energy constraints and the ICT skills gap (compared to other parts of the world), which impacts users as well as the pool of available, skilled labour for firms wanting to do business in Africa.

TVET institutions (formal, informal, and non-formal learning) are in a strategic position to develop the volume of the skills required in the above mentioned areas since many of the skills should be applied at the TVET systems and institutions for promoting the application of digital, green and blue skills for the smooth transition to blueing and greening economies and digital societies.

Strategic Intervention Areas:

- ☞ Application of ICT in the national TVET system and institutions.
- ☞ Promote green and blue skills in TVET systems and institutions.

Fostering Innovation and Entrepreneurship in Africa

¹⁹ The story of mobile penetration across the continent is far better than the internet. Overall, 45% of African residents have a mobile subscription; this is more than four times the penetration of the internet (www.eTransformAfrica.org).

Goal: Expand or strengthen Africa's youth innovation capacity and entrepreneurship through TVET for the creation of sustainable jobs and enterprises

Rationale and Focus: One of the most significant aggravating factors for youth un(der)employment (see Sections 1&2 for detail) in Africa is the insufficient innovation capacities across many African countries for the creation of sustainable jobs and enterprises (AfDB, 2016). Similarly, youth entrepreneurship really matters in Africa as it is an option to create employment²⁰ for the African youth (Simpson Christensen, 2009). A rapid assessment report on the implementation of the DPoA of the Africa Youth Charter also rated 'Entrepreneurship and Financial Inclusion' as the second most important youth issue, where the future interventions on youth development shall focus on.

Although African economies consist of a fabric of self-employed workers and micro and small enterprises which are actual creators of wealth and employment, there is a need to transform the existing subsistence informal sector by improving working conditions in the informal sector, and "me too" businesses. The jobs for youth need specifically to be tailored to this unique informal context. African countries should strengthen their economic resilience and dynamism to lift their economies to a new growth equilibrium driven by innovation and productivity rather than by natural resources only (AfDB, 2018). TVET systems/institutions need to promote the development of entrepreneurial skills, through strategies such as incorporating courses in entrepreneurship into formal curricula and certification, supporting innovation and small businesses in providing workplace training and stimulating the creation of incubators and co-operative projects with the private sector, HEIs and communities.

Strategic Intervention Areas:

- ☞ Strengthening the continental frameworks to enhance entrepreneurial education and training as well as promotion in Africa.
- ☞ Identifying strategic partners per trade or group of trades from national/overseas higher education institutions or business community to work together in the processes of idea generation, pre-incubation, incubation and acceleration phases (include under activity).
- ☞ Increase financial investment for access to youth friendly services.
- ☞ Identifying TVET innovations and ensuring upscaling through links with research and business sector.

Strengthen Governance, Leadership and Management Capacities at All Levels

Goal: A need- based governance, leadership and management capacity building at the continental, regional, and national levels

Rationale and Focus: The TVET systems and institutions across many African

²⁰ While only 21% of employment in sub-Saharan Africa is in wage employment, the remainder (79%) in various forms of self-employment (Borat and Naidoo, 2013).

countries continue to suffer from lack of efficiencies and effectiveness in their operations (AU, 2007). These challenges could possibly be reflected at different entry points within the TVET system; viz., regulatory frameworks, institutional arrangements and coordination mechanisms, policies and procedures (e.g. HRM policy, finance policy, procurement policy, M&E, etc.), and the configuration of the leadership and management team (their educational preparation, managerial experiences including industrial experiences, and their past track records), among others. The TVET systems of most African countries are characterized by uncoordinated, unregulated and fragmented delivery systems (AU, 2007). Many TVET systems in Africa are organized under various ministries and government departments; and are thus governed by different legislative instruments managed by different structures, and thus not promoting sharing of resources within the system. Another perceived bottleneck in the African TVET systems is lack of change leaders and managers, and capacity to develop a vision and implement change (UNESCO, 2016). No adequate governance, leadership and management capacities are created for regulating traditional apprenticeship²¹, non-formal TVET learning and formal TVET systems and institutions at all levels. These shortcomings have profound implications for standardization of training, cost effectiveness, quality assurance, recognition of prior learning, and the further education of TVET graduates in the African TVET system.

The proposed outcome-based system in TVET (see subsection 3.6.2) requires greater devolution of TVET governance to individual TVET providers in order to strengthen the role of TVET institutions by giving them an enhanced role in economic development and greater responsibility for meeting local, national, regional, and continental objectives of employment. Governance of TVET needs to be inclusive of state and other salient stakeholders/partners like private sector and industry. The new operating environment into which the African TVET systems are heading as part of this PoA will bring new opportunities and challenges for TVET leaders requiring new forms of governance, capacity building and staff development. In order to support the achievements of new TVET missions and objectives, effective governance, leadership and management are essential to implement the current TVET's mandate to foster youth employment and vision by promoting successful; win-win relationships with others much needed stakeholders like productive sector, both within and outside the TVET institutions and systems.

Strategic Intervention Areas:

- ☞ *Undertake capacity gaps assessment at the national, regional and continental levels and come up with a capacity development action plan.*
- ☞ *Follow-up on the recommendations and adapt institutional arrangements and coordination mechanisms in the capacity development plan.*
- ☞ *Involve and qualified, committed and passionate people with industrial experiences, who are able to lead, plan and implement the overall policy*

²¹ Is often the only means for the rural poor youth and the economically disadvantaged to learn a trade. Traditional apprenticeship is currently marginalized, unregulated and lacks government support

intentions with great skill and drive at the national TVET system.

- ☞ *Establish an African TVET leadership and management capacity development specific curriculum and ensure implementation of the training programmes.*

Image Building, Advocacy and Social Mobilisation for TVETs

Goal: Establish an effective communication strategy for mobilizing commitment from all the stakeholders through advocacy, information sharing, sensitisation, social mobilisation and then ensure prestige and attractiveness of TVET

Rationale and Focus: TVET's contributions to areas such as youth employment, and sustainable development have already been recognized globally and on the continent (AU, 2007; UNESCO, 2016) and will become more relevant under the current fast growing youth population in Africa. In many African countries, however, TVET is still considered as a domain for less academically gifted students (see AU, 2007; No.2.9 above). Culturally and historically, as in elsewhere in the world, every African family has a preference for an academic education to TVET. Because of the desire for university degree is pervasive in the African society, TVET has consistently faced with problems stemming from the negative image commonly held by students, parents and many sectors of societies in many developing countries. This perception leads to low academic requirements for admission into TVET programmes and the limited prospects for continuing education and professional development for TVET graduates (Ibid). Furthermore, the presentation of TVET as a secondary level or lower post-secondary level skills training has limited the full appreciation of TVET across all levels of education.

If the African TVET systems are transitioning from being a second-chance option for school dropouts, to a more profound and multifaceted role which includes addressing the TVET skills deficits in economies, there is a need for enhancing prestige and attractiveness of TVET through an effective communication strategy and adopting/adapting successful TVET models that will ensure quality and relevance of TVET and thereby foster youth employment. Promoting and advocating what a successful TVET system looks like on the basis of globally and continental models (see No. 2.14 above for some examples) and ensuring that TVET secures an enhanced reputation and image, position and value (to individuals, the economy and society) in specific African countries are helpful. In this regard, the question remains is how to carry out image building, advocacy and social mobilizations for TVETs by promoting successful models and benchmarking them in order to transform the African TVET systems to maximize their potentials.

The communication strategy is required to address three interrelated challenges: (i) limited awareness about the continental TVET strategy to foster youth employment, (ii) cultural and historical negative image commonly held by students, parents and many sectors of African society on TVET, and (iii) the existing inadequate use of communication as a teaching and training tool for TVET. There is an urgent need to generate sustained public awareness,

involvement, support and ownership by the African population of this PoA and its execution. This will involve extensive out-reach with up-to-date and accurate information at all levels; viz.; the AUC, RECs, member states, staff, organs and agencies of AU; African development partners, African citizens both within the continent and in the diaspora and their institutions, including private sector, civil society etc.

Strategic Intervention Areas:

- ☞ *Declare an African TVET DAY.*
- ☞ *Generating sustained public awareness, involvement, support and ownership at the national and continental level.*
- ☞ *Continental and regional multi-partner dialogues for mutual learning and cooperation.*

Sustainable TVET Financing Mechanism

Goal: Establish sustainable financing mechanisms for the African TVET systems moving to 2028

Rationale and Focus: Lack of adequate, effective and equitable financing has been one of the main causes of the failure of the objectives of education and training in Africa (ADEA, 2017; World Education Report, 2016). Currently, only a few African governments finance TVET at a level that can sustain quality training (AU, 2007). While TVET is generally expensive in terms of cost per student, this is not reflected in the national budget allocation to TVET systems and institutions. Many TVET systems across Africa are yet to address the tuition fee requirements of academically able, but financial challenged students in their efforts to create equitable access to TVET provisions. The current resource allocation mechanisms to national TVET systems and institutions in many countries are not suitable to effectively responding to the continuously changing socio-economic, political and technological environments.

Given that TVET is increasingly becoming one of the most important strategic ingredients for addressing ever-growing youth unemployment in Africa (AU, 2007), a diversification of sources of funding is required to meet the challenges of better quality and relevance TVET as detailed in Annex 1. TVET sector financing may therefore be considered as part of the responsibility of the whole society, especially the productive sector, both public and private. In this regard, intensive debates/negotiations may be needed with TVET graduate employers to look at cost sharing possibilities along with adequate representations in governance of national TVET systems. National governments remain to be the main source of budget for their TVET systems. All African governments are thus urged to implement their commitment to invest education and training as indicated in No. 2.5 above. The national governments' TVET funding efforts are complimented through mobilizing resources from nongovernmental sources. On the basis of member states readiness in governing TVET funding, new funding

allocation mechanisms to TVET institutions are needed to create the incentives for improved relevance and the delivery of quality TVET.

Strategic Intervention Areas:

- ☞ *Preparing or reviewing integrated TVET finance planning (e.g. 10 yrs.) at the national and institutional levels.*
- ☞ *Lobby for increasing public and private funding for TVET.*
- ☞ *Defining the share (%) of TVET funding out of the national budget.*
- ☞ *Establish suitable resource allocation mechanisms to TVET providers according to the national policy imperatives.*
- ☞ *Mobilisation of resources from a variety of nongovernmental sources at the level of TVET providers.*

Monitoring and Evaluation System for TVETs

Goal: Reinforce the culture of managing for results, enhance accountability and to deepen the integration through M&E at the national, regional and continental levels by involving salient stakeholders.

Rationale and Focus: The results of data analysis from the diverse stakeholder consultations and past development experience, the review of national plans and implementation of continental frameworks indicate the need for an M&E framework to be part of the implementation of this Plan of Action. The M&E of this PoA will be carried out at the continental, regional and national levels. All Member States, the RECs and AU Organs involved in implementation of this PoA will use the matrix of activities (or results framework) as the basis for the M&E of the implementation and the Monitoring, Evaluation and Reporting Framework for the Implementation of the Plan of Action shown in Annex 2. There will be evaluations at the mid-term of the 5 year period of the 10 year plan and a final evaluation at the end of each 10 year plan. To ensure comparability of outcomes Member States and governments, and RECs will ensure data harmonization through adherence to guidelines issued at the continental level with respect to indicators and their measurement, methodology for data collection and analysis. In addition member states will ensure that their results matrix link process indicators to outcome/impact indicators.

Strategic Intervention Areas:

- ☞ *Consolidating and harmonizing indicators for assessing TVET.*
- ☞ *Collecting a baseline data according to the indicators for TVET.*
- ☞ *Introducing knowledge sharing and benchmarking in Africa.*
- ☞ *Conduct a mid-term review and final evaluation of this PoA.*

Matrix of Activities

2019-2028		The AMERT System					
Department :The African Union Commission/ Human Resources, Science and Technology							
Title : Plan of Action for the African Decade (2019-2028) for Technical, Professional, Entrepreneurial Training and Youth Employment							
Focus Area ONE : Labour Market Information, Skills Forecasting/Anticipation, and Career Guidance System							
Goal Produce and organize a robust national labour market information system (LMIS) for a wider spectrum of labour market stakeholders (e.g. youth, employers, job seekers and policy-makers) including TVET systems.							
Other Details : Priority level : High Expected end date : 2028-12-31							
Outcome :Fostered African youth employment and socio-economic performance by reducing skills mismatch between TVET graduates and labour market demands through establishing autonomy or credible and consistence LMIS as per standards of ILO							
No	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Change in TVET graduate employment rates by sector by occupation by level of education attainment	Trend	The 2018 data	2019-01-01	98% of the graduates get employed within two years	2028-12-31	National Employment survey reports
2	Subjective mismatch reported by workers/ graduates	Trend	The 2018 data	2019-01-01	80% of the employers satisfied with the graduate performance	2028-12-31	Employers' satisfaction report
3	Users' satisfaction with reducing job search costs for both workers and employers by improving the information flow between the labour demand and supply sides concerning available jobs and skills needed.	Trend	The 2018 data	2019-01-01	95% of online users satisfied with the existing job search facilities	2028-12-31	Online users' satisfaction survey report
Strategic Intervention Areas (or Outputs)							
1.1 A national human resource anticipation system according to the national development priorities and the ever changing world of work being operational by 2019-12-31							

Indicators :		No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification	
		1	A five year successive indicative human resource planning by involving all sectorial offices at the national level developed	Number	0	2019-01-01	1	2020-12-31	A HR planning/anticipation document	
		2	Number of Member States linked their human resource planning with the African Skills Portal for Youth Employment and Entrepreneurship (ASPTEE)	Number	0	2019-01-01	1	2020-12-31	Online availability of the human resource plan of each Member State	
1.2. National and regional level market information systems (labour demand and labour supply) strengthened/established between 19-01-01 and 2028-12-31										
Indicators :		No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification	
		1	Existence of comprehensive LMIS containing all types of labour market information for education and training institutions, workers, employers, policy-makers and researchers	Number	0	2019-01-01	1	2021-12-31	National LMIS	
		2	Availability of collaborative and dynamic IT platforms (or online job intermediation portals) like ASPYEE and Afrika talks Jobs	Number	0	2019-01-01	All Member States	2021-12-31	Online availability of national LMI both at the national, regional and continental portals including private intermediary service providers	
1.3 Public employment services and institutional career guidance services provided and strengthened between 2019-01-01 and 2028-12-31										
Indicators :		No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification	
		1	Number of member states assessing their public	Number	1	2019-01-01	A report by country	2020-12-31	Assessment report	

	employment services																	Established offices at the national and all formal TVET institutions for offering the services
2	Availability of national and institutional employment/ career guidance services																	
3	Create online career counselling and training services.	Number	200	2018-01-01	400	2019-12-31												Online availability

Gantt Chart

No.	Output / Activity	Implementation Schedule												Responsibility				
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028							
1.1 A national human resource anticipation system according to the national development priorities and the ever changing world of work being operational by 2019-12-31																		
1.11	Develop a five year human resource anticipation plan by sector by occupation by level of education in collaboration with all salient stakeholders (policy makers, private sector, employers, informal sector, education system, sectorial offices, etc.)																	Member States
1.12	Develop mechanisms of regularly merging data from local offices into one database (either an integrated IT solution or standardised processes of manual' reporting) as part of the human resource anticipation plan																	Member States
1.2 National level market information system (labour demand and labour supply) strengthened/established between 19-01-01 and 2028-12-31																		

1.21	Establish or strengthen national platform (e.g. skills or HR development councils) on skills needs identification, anticipation and matching at national level																		Member States
1.22	Strengthen capacity (e.g., infrastructures and trained and experienced analysts) of statistical offices for collection, analysis and dissemination of labour market information																		Member States
1.23	Involve productive sector (particularly private sector) in the governance of their Labour Market Information System																		Member States
1.24	Conduct a data audit to decide which data sources are available for monitoring and anticipating skills supply and demand in the country																		Member States
1.25	Undertake research, analyse and regularly update skills supply, demand and mismatch																		Member States
1.26	Disseminate information on skills supply and labour market needs using a variety of users TVET institutions, a face-to-face job matching contact, ASPYEE or Afrika talks Jobs)																		NEPAD Member States TVET providers
1.27	Benchmark the national LMIS with advanced LMIS elsewhere, and monitoring the development of national LMIS in Africa																		AUC ILO USAID NEPAD
1.3 Public employment services and institutional career guidance services provided and strengthened between 2019-01-01 and 2028-12-31																			

1.31	Establish or strengthen public employment or career centres at the national and TVET institutions										Member States Formal TVET Institutions
1.32	Organize and keep adequate, quality and updated records about job seekers and vacancies in the country										Member States/ Public employment Centres
1.33	Provide an effective, accessible and proactive life and career counselling services to TVET students, backed by solid career information										Member States/ Public employment Centres Formal TVET institutions
1.34	Develop a face to face and online career platforms containing information according to an individual's skills, helping to find the right qualification and training courses and helping in the job search process										NEPAD Member States/ Public employment Service Formal TVET Institutions

Focus Area Two: Improving Quality and Relevance of TVET in Africa for an Ever-Changing World of Work

Provide the African (young) people with quality and relevance TVET that fit them into an ever-changing world of work.

Priority level : High Expected end date : 2028-12-31

Outcome: Fostered TVET graduate employment rate by significantly matching labour market needs and TVET programmes

No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Employment rate of youth by TVET attainments and gender	Number	The 2018 data	2019-01-01	98% of the graduates got employed within a maximum of two years	2028-12-31	National Employment Survey report
2	Reduce rate of youth unemployment in particular female youth	Proportion	The 2013 data	2019-01-01	Unemployment reduced by 25%	2028-12-31	National Employment Survey report

3	TVET graduates labour force participation rate (by gender, age, occupation, and level of education)	Number	The 2018 data	2019-01-01	75% increment of the baseline data	2028-12-31	National human resource management reports
4	Informal employment rate (by gender, age and level of educational attainment)	Number	The 2018 data	2019-01-01	75% increment of the baseline data	2028-12-31	National human resource management reports
5	Employment shares by sector and occupation (by gender, age and level of educational attainment)	Number	The 2018 data	2019-01-01	75% increment of the baseline data	2028-12-31	National human resource management reports
6	Level of satisfaction of employers with TVET graduates	Number	The 2018 data	2019-01-01	75% increment of the baseline data	2028-12-31	Employers' satisfaction reports

Strategic Intervention Areas (or Outputs)

2.1. Outcome/Competency-based national TVET systems built and implemented between 2021-12-31 and 2028-12-31

No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	A national roadmap/strategy for TVET system reform to strengthen quality and relevance of TVET developed or reviewed	Number	The 2018 data	2019-01-01	Strategy document by each Member State	2020-12-31	National roadmap or strategy document Strategy document that set up national TVET occupation assessment and certification system
2	Number and types of national occupational standards developed or reviewed in full involvement of /partnership with productive (private) sector and other stakeholders	Number	0	2021-01-01	Developed or reviewed occupational standard by each Member State		National occupational standards published for all major trades
3	National and harmonized regional TVET qualifications framework introduced or strengthened	Number	The 2018 data	2019-01-01	TVET qualifications framework at continental, REC and member state levels	2021-12-31	National TVET Qualifications Framework document Regional TVET Qualifications Framework document Continental TVET Qualifications Framework

4	Relevance of quality assurance systems/mechanisms for TVET providers introduced at all levels	Formal structures	The 2018 data 2019-01-01 All Member States and their formal TVET institutions have appropriate structures	2019-01-01	70%	2028-12-31	Availability of institutional level TVET quality enhancement mechanism Availability of external TVET quality assurance mechanisms at national, regional and continental levels	Survey report
5	At least 70% of the public perceive quality improvements in TVET institutions	Percentage	The 2018 data	2019-01-01	70%	2028-12-31	Survey report	
2.2. Mechanisms for transformational/productive sector engagement in TVET established at all levels by 2019-12-31								
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification	
1	A Strategy/ToR/ manual for productive/transformational sector engagement in TVET at the national level prepared and implemented	Number	NA	2019-01-01	A Strategy/ToR/ manual prepared by each Member State	2019-12-31	Strategy document	
2	National sector councils for the identification of skills requirement and training needs (based on the labour market information) organized or strengthened	Number	NA	2019-01-01	One council for each Member State	2019-12-31	ToRs for the engagement of professional associations or trade unions or TVET Expert Panels in the TVET systems at all levels	
3	Proportion of cooperative TVET delivery (including apprenticeship training)	Number	The 2018 data	2019-01-01	Implemented at all formal TVET institutions	2028-12-31	National cooperative training manual MoU signed with industry/ enterprises	
4	At least one capacity building training per year for the cooperative TVET training providers	Number	NA	2019-01-01	All formal TVET institutions	2028-12-31	Progress report, training evaluation report	
2.3. Capacity building of educators/trainers undertaken until 2028-12-31								
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification	

1	National TVET teacher situational analysis for the preparation of a national TVET teacher/trainer development plan (by qualification, trade)	Number	NA	2019-01-01	One situational analysis report	2020-12-31	National TVET teacher situational analysis report Proposed investment in raining of teachers and trainers	
2	Increase proportion of qualified teachers in TVET and in general programmes	Proportion	The 2018 data	2019-01-01	30% increase of the baseline	2028-12-31	TVET-MIS report Student-teacher ratio in formal TVET and in general programmes	
3	Number of teachers/trainers who have regularly participated (not more than 3 years) in-service training, exposure visits and experience sharing	Number	The 2018 data	2019-01-01	Each TVET trainer will participate 3 times	2028-12-31	TVET-MIS report	
4	Teachers' remuneration and working conditions under regular reviews	Number	NA	2019-01-01	2 survey reports	2028-12-31	A national TVET teachers' (and mentors, coaches, incubators, facilitators) reward package study report	
2.4. Infrastructure, equipment, e-technology of formal TVET institutions improved until 2028-12-31								
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification	
1	Availability of national TVET physical infrastructure expansion policy/plan by defining key indicators for non-human resources per a trade	Number	NA	2019-01-01	Policy for non-human resources per a trade by each Member State	2020-12-31	National TVET policy for non-human resources per a trade	
2	Perception of institutional TVET community on the appropriateness and adequacy of infrastructure, workshop equipment, e-technology and supply of training material according to the policy/plan	Number	NA	2019-01-01	2 Survey reports	2028-12-31	TVET community (trainers, trainees) perception report about their institution's non-human resources	

No.	Output / Activity	Implementation Schedule										Responsibility		
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028			
2.1	Outcome/competency-based national TVET systems will be built in partnership with the private sector and other stakeholders across African countries. The TVET systems are harmonized at regional and continental levels between 2021-12-31 and 2028-12-31													
2.11	Develop or review and introduce national roadmap/strategy for TVET system reform to strengthen quality and relevance of TVET													Member States
2.12	Develop or review the National Occupational Standards in productive/transformational sectors for all training and learning expected by the labour market in partnership with the private sector and other stakeholders (fairly equivalent to international standards).													Member States
2.13	Organize a national occupation assessment and certification system by accredited public/private assessment centres and assessors													Member States
2.14	Introduce or strengthen national and harmonized regional TVET qualifications framework													AUC/HRST RECs Member States
2.15	Introduce TVET quality assurance mechanisms at all levels													AUC/HRST RECs Member States
2.16	Strengthen TVET level response and utilization of the available LMI (translating into occupational standards in collaboration with productive sector)													Member States Formal TVET Institutions Productive Sector

2.2 Mechanisms for transformational/productive sector engagement in TVET established at all levels by 2019-12-31														
2.21	Prepare a Strategy/ToR/ manual for productive/transformational sector engagement in TVET at national level													Member States
2.22	Organize or strengthen national sector councils for the identification of skills requirement and training needs (based on the labour market information)													Member States
2.23	Develop or strengthen cooperative TVET delivery (including apprenticeship training)													Member States TVET providers
2.24	Conduct need-based capacity building trainings (at least one per year) for the informal sector/enterprises engaged in the cooperative TVET delivery													Formal TVET institutions Enterprises/firms
2.3 Capacity building of educators/trainers undertaken until 2028-12-31														
2.31	National TVET teacher situational analysis													Member States UNESCO-ICBA
2.32	Prepare a national TVET teacher development plan by qualification, by trade for institutions with the right number and right quality of teachers													Member States UNESCO-ICBA
2.33	Enhance the competence of serving teachers through period (not more than 3 years) in-service training, exposure visits and experience sharing													Member States TVET Providers HEIs/universities

2.34	Keep teachers' (including measures for mentors, coaches, incubators, facilitators) remuneration and working conditions under regular reviews											Member States
2.4 Infrastructure, equipment, e-technology of TVET providers improved until 2028-12-31												
2.41	Formulate appropriate national TVET physical infrastructure expansion policy/plan by defining key indicators for non-human resources per a trade											Member States
2.42	Organize appropriate infrastructure, workshop equipment, e-technology and adequate supply of training material according to the policy/plan											Member States Formal TVET Institutions

Focus Area THREE: Enhancing Equitable Access of TVET for All

Goal: Expand TVET opportunities to a wider range of different target groups who need initial TVET or retraining by focusing on those disadvantaged in the labour market

Other Details : Priority level : High Expected end date : 2028-12-31

Outcome : Enhanced equitable access of TVET for All

No	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Level of satisfied demand for TVET (Gender, locations, economic status, etc.)	Number	The 2018 data	2019-01-01	Access to 50% of youth to formal TVET	2028-12-31	Progress reports

2	Enrolment by gender by type of TVET programme	Number	The 2018 data	2019-01-01	Equal access/participation opportunity	2028-12-31	TVET-MIS report
Strategic Intervention Areas (or Outputs)							
3.1 Overall expansion of TVET sector by 2028-12-31							
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	At least 70% of secondary school student not entering the tertiary sector are provided with a range of options for further skills development.	Proportion	6%	2019-01-01	70% students not entering the tertiary sector have had access to TVET	2028-12-31	TVET-MIS date on enrolment
2	Number (distribution) of public TVET institutions by locations (urban, rural)	Number	The 2018 data	2019-01-01	70% reduction in urban-rural disparity	2028-12-31	TVET-MIS date on the distributions of formal public TVET institutions by locations (urban, rural)
3	Number (proportion) of nongovernmental TVET providers (i.e. private TVET providers, NGOs, and faith-based) by enrolment size	Number	The 2018 data	2019-01-01	50% increment in non-government TVET providers	2028-12-31	TVET-MIS data on non governmental TVET providers by types and enrolment size
3.2. Gender transformation in TVET by ensuring equal access and retention for young girls/women between 2019-12-31 and 2028-12-31							
No	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Enrolment in school-based TVET by gender as a percentage of total enrolment in the formal education system	Number	The 2018 data	2019-01-01	No or little disparity	2021-12-31	National TVET-MIS on the share of girls enrolled vs graduated from TVET institutions Institutional gender Audits report

	2	Enrolment and graduation of girls by type of TVET programmes from formal TVET institutions	Number	The 2018 data	2019-01-01	70% increment both in the enrolment and graduation of girls	2021-12-31	TVET-MIS Report					
3.3 Lifelong learning opportunities for all including the informal sector workers created and implemented between 2019-01-01 and 2028-12-31													
Indicators :	No	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification					
	1	Work-based learning participation rate	Number	The 2018 data	2018-01-01	50% increment of the 2018 data	2019-12-31	TVET-MIS data on the number of employees who are enrolled in and graduated from in-service programmes by trade TVET-MIS data on the number of informal sector workers (traditional apprentices) who acquired skills development training from the formal TVET institutions					
Gantt Chart													
No	Output / Activity		Implementation Schedule				Responsibility						
			2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	
3.1 Overall expansion of TVET sector by 2028-12-31													
3.11		Extend public provision of TVET to marginalized groups and those in vulnerable situations and "formalize" all providers											Member States
3.12		Encourage the participation of private sector (for-profit, not-for-profit, non-profit) in TVET provisions											Member States

3.13		Introduce or strengthen flexible modes of study (viz., part-time, modular arrangements, distance learning and online education)											Formal TVET Institutions
3.2		Gender transformation in TVET addressed by ensuring equal access and retention for young girls/women between 2019-12-31 and 2028-12-31											Formal TVET Institutions
3.21		Promote safe, girl's friendly and inclusive learning environments											Formal TVET Institutions
3.22		Address gender issues in curriculum and training											Formal TVET Institutions
3.23		Advocate for or promote women or girls to study Science, Technology, Engineering and Mathematics (STEM) subjects at secondary level											Formal TVET Institutions
3.24		Ensure equal opportunities for girls in apprenticeships and transition to employment											Formal TVET Institutions
3.3 Lifelong learning opportunities for all including the informal sector workers created and implemented between 2019-01-01 and 2028-12-31													
3.31		Promote the concept of the learning community in the localities hosting TVET institutions											Member States Formal TVET institutions
3.32		Generate training budget from diverse stakeholders government private sector, (e.g. skills levy and) other stakeholders											Member States Unions and Associations
3.33		Conduct training needs assessment and prepare appropriate training modules											Formal TVET Institutions
3.34		Provide learning opportunities (short or long trainings) to productive sector to keep their employees, and their											Formal TVET institutions Businesses, enterprises
Outcome :	No	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification					
	1	Formal TVET institutions in AU Member	Work process Topics Delivery areas	The 2018 data	2019-01-01	All formal TVET institutions in Africa	2028-12-31	Progress reports					

		States acquiring digital skills towards the improvement of the overall learning-teaching process and institutional leadership and management	Number	The 2018 data	2019-01-01	All formal TVET institutions in Africa	2028-12-31	Progress reports	
2		TVET institutions in all Member States contributed towards the transition to green and blue economies and climate resilient societies in Africa.	Number	The 2018 data	2019-01-01	1	2020-12-31	Planning document	
4.11		Availability of a national TVET ICT integration plan	Number	The 2018 data	2019-01-01	1	2021-12-31	ICT master plan of each formal TVET institution	
4.12		Availability of ICT master plan for TVET institution	Number	The 2018 data	2019-01-01	1			
Indicators :									
Strategic Intervention Areas (or Outputs)									
4.1 Application of ICT in the national TVET ecosystem until 2020-12-31									

4.13		Investment in ICT Infrastructure development at TVET institution	Number	The 2018 data	2019-01-01	All re-quired basic infrastructure		Report on the national ICT infrastructure, including access to broadband internet investment
4.14		Investment in ICT training of institutional TVET community (teachers and trainers, lead-trainees, leaders, managers, etc.) or proportion of ICT qualified TVET community	Number	The 2018 data	2019-01-01	All academic, managerial and support staff trained	2028-12-31	Budget allocation for institutional human resource capacity development
4.15		Areas of ICT application for improving efficiency and effectiveness of national TVET system	Number	The 2018 data	2019-01-01	Where required in managerial, support and academic areas	2028-12-31	Progress report on changes in ICT utilization capacities of learners and teachers Institutional report on ICT application in the learning-teaching process (content and pedagogy)

4.2. Application of Greening and blueing skills in TVET Institutions until 2028-12-31									
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification	National ICT/MIS application report in TVET management and leadership	
4.21	Adopting or adapting UNESCO/ UNEVOC Greening/ Blueing TVET Guide according to the national specificities/ needs	Number	NA	2019-01-01	All Member States	2020-12-31	The national TVET Greening/ Blueing TVET Guide document		
4.22	Full application of UNESCO/ UNEVOC Greening/ Blueing TVET Guide in TVET Institutions according to the local specificities/ needs	Number	NA	2021-01-01	All Member States	2028-12-31	Report on Full application of UNESCO/ UNEVOC Greening/ Blueing TVET Guide in TVET Institutions		
4.23	Number of TVET institutions in AU Member States who	Number	NA	2021-01-01	All Member States	2028-12-31	Strategy document		

	have applied the notion of blue economies as appropriate								
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Focus Area five: Fostering Innovation and Entrepreneurship in Africa

Goal : Expand or strengthen Africa's youth innovation capacity and entrepreneurship through TVET for the creation of sustainable jobs and enterprises.

Priority level : High Expected end date : 2028-12-31

Outcome: Accelerated African Youth innovativeness and entrepreneurship through creating a critical mass of TVET graduates driving Africa's Development to foster youth (self) Employment.

No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Share of (youth) self-employment in total employment.	Number	The 2018 data	2019-01-01	15% increment of the 2018 data	2028-12-31	Reports, Policy Briefs
2	Number of youth receiving grants from the AU Youth Fund	Number	The 2018 data	2019-01-01	40% increment	2028-12-31	Progress reports
3	AU Member States and RECs implementing innovative policies and programs towards the accelerated implementation of the African Youth Charter and the Continental TVET Strategy	Number	The 2018 data	2019-01-01	All Member States	2028-12-31	Reports, Policy Briefs

IOOutcome Indicators :

4	Percentage of youth business start-ups including female youth in all business start-ups	Number	The 2019 data	2018-01-01	15% of all business start-ups	2028-12-31	National report
5	Changes in the composite index of the ease of doing business in the country	Number	The 2018 data	2019-01-01	50% improvement	2028-12-31	Member States Reports, policy brief
Strategic Intervention Areas (or Outputs)							
5.1 The continental framework to enhance innovation and entrepreneurial education and training as well as promotion in Africa strengthened between 2019-12-31 and 2028-12-31							
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Availability of continental framework to enhance innovation and entrepreneurial education and training as well as promotion in Africa	Number	NA	2019-01-01	A framework document	2020-12-31	Framework document
5.2. Strategic partners per trade or group of trades from national/overseas higher education institutions or business community to work together in the processes of idea generation, pre-incubation, incubation and acceleration phases (include under activity) identified							
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	MoU signed with strategic partners among TVET providers, TVET trainees/	Number	The 2018 data	2019-01-01	MU signed with all available partners	2028-12-31	Signed MoU and progress report
Indicators :							

5.3. Financial support for innovation and entrepreneurship opportunities increased to be achieved between 2019-12-31 and 2028-12-31							
graduates, entrepreneurs, business community, HEIs, university							
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Number of youth receiving grants from a variety of financial resource mobilized for innovation and entrepreneurship opportunities	Number	The 2018 data	2019-01-01	All Member States	2028-12-31	Progress reports, policy brief
Indicators :							
5.4. TVET research thematic areas according to the national development priorities, social challenges, and investing in research & development (R&D) for innovation identified and conducted between 2019-12-31 and 2028-12-31							
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Types and number of research thematic areas	Number	The 2018 data	2019-01-01	50% increment of the 2018 data	2021-12-31	Report on research thematic areas
2	Amount of investment in research and development (R&D) for innovation	Number	The 2018 data	2020-01-01	10% of total government budget to TVET for research	2028-12-31	National investment report on R&D for innovation
3	Number of research conducted and disseminated	Number	The 2018 data	2021-01-01	50% increment of the 2018 data	2028-12-31	Study reports, and online availability
Indicators :							

4	Number of products, processes, marketing, or/and organizational innovation	Number	The 2018 data	2021-01-01	50% increment of the 2018 data	2028-12-31	Patents documented, introduced the existing products in the new market		
Gantt Chart									
No.	Output / Activity	Implementation Schedule						Responsibility	
		2019	2020	2021	2022	2023	2024		2025

5.1	The continental framework to enhance innovation and entrepreneurial education and training as well as promotion in Africa strengthened between 2019-12-31 and 2028-12-31											
5.11	Define the scope and value and delivery modes of entrepreneurial education at the national, regional, & continental levels											AUC RECs Member States
5.12	Prioritize productive/transformational sectors											Member States
5.13	Review and create multi-sectorial engagement in entrepreneurship promotion (partnership with private sector, conducive framework conditions for private sector start-up activity)											AUC RECs Member States
5.2	Strategic partners per trade or group of trades from national/overseas higher education institutions or business community to work together in the processes of idea generation, pre-incubation, incubation and acceleration phases (include under activity) identified											
5.21	Identify suitable partners from productive sectors, TVET providers, overseas or in-country universities, research centres for mentorship, incubation and business advices											TVET Institution Productive Sector

5.22	Establish and conclude partnerships												TVET Institution Productive Sector
5.23	Provide advisory, coaching and mentorship support to entrepreneurs/trainees in the entire value chains (viz.; idea-generation, pre-incubation, incubation and acceleration phases)												TVET Institution Productive Sector Universities and Research Institutes
5.3	Financial support for innovation and entrepreneurship opportunities increased to be achieved between 2019-12-31 and 2028-12-31												
5.31	Make available seed funds, accelerator's follow-on funds, incubator funds, business angels, equity crowd funding platforms, and impact and venture capital funds.												AUC RECs Member States Development Partners
5.4	TVET research thematic areas identified and implemented according to the national development priorities, social challenges, and investing in research & development (R&D) for innovation												
5.41	Identify TVET research thematic areas and needs												TVET Institution Stakeholders
5.42	analyses in collaboration with private sector and other stakeholders												
5.42	Mobilize resources from government, private sector and other stakeholders												TVET Institution Stakeholders Development Partners
5.43	Conduct the research												TVET Institutions Universities and Research Institutes
5.44	Disseminate research findings and good practices												Member States NEPAD

Focus Area six : Strengthening Governance, Leadership and Management Capacities at All Levels

Goal : A need- based governance, leadership and management capacity building at the continental, regional, and national levels
 Priority level : High Expected end date : 2028-12-31
 Outcome: Attained critical capacity imperatives for the implementation of the Continental TVET Strategy and this PoA at all levels through implementing a need- based governance, leadership and management capacity building interventions at the continental, regional, and national levels

No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Formal TVET Institutions, AU Member States, RECs and AUC implementing the necessary capacity building interventions towards the accelerated implementation of the Continental TVET Strategy and this PoA	Number	NA	2019-01-01	Applied at all levels	2028-12-31	Progress reports at all levels
Outcome Indicators :							
Strategic Intervention Areas (or Outputs)							
6.1 A quick capacity gaps assessment at the national, regional and continental levels is undertaken and come up with a capacity development action plan by 2020-12-31							
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	A capacity gaps assessment results and a capacity development action plan developed	Number	NA	2019-01-01	64 capacity assessment reports and capacity development plans of all member states, RECs and AUC	2020-12-31	Survey reports of the capacity gaps assessment at all levels Action plans for capacity development at all levels
Indicators :							

6.2. The recommendations in the capacity development plans at all levels implemented between 2020-12-31 and 2028-12-31												
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification					
1	Capacity development action plans implementation at all levels	Number	NA	2020-12-01	AUC 8RECs 55 MS	2028-12-31	Progress reports at all levels					
6.3. Qualified, committed and passionate people with industrial experiences are recruited in order to lead, plan and implement the overall policy intentions with great skill and drive at the national TVET system to be achieved between 2020-12-31 and 2028-12-31												
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification					
1	Number of TVET leaders and managers recruited and deployed	Number	NA	2021-01-01	All TVET systems	2028-12-31	Recruitment and placement reports					
6.4. An African TVET leadership and management capacity development specific curriculum (training programmes) is developed and implemented between 2020-12-31 and 2028-12-31												
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification					
1	Number of African TVET leaders and managers trained	Number	0	2021-01-01	All managers and leaders in the African TVET systems participated in at least one	2028-12-31	Training evaluation reports					
Indicators :												
Gantt Chart												
No.	Output / Activity	Implementation Schedule					Responsibility					
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	
6.1	A quick capacity gaps assessment at the national, regional and continental levels is undertaken and come up with a capacity development action plan by 2020-12-31											

6.11	Undertake quick capacity assessments at all levels using appropriate OCAT tools											AUC/HRST RECs Member States Formal TVET Institutions
6.12	Document the existing capacity status at the levels of institutional frameworks (laws, regulations, plans, policies, institutional arrangement and coordination mechanisms, etc.), organisation (systems, structures, procedures & rules), and individual level (experience, knowledge & technical skills) at the TVET providers, national, RECs and continental levels											AUC/HRST RECs Member States Formal TVET Institutions
6.13	Prepare a capacity development action plan on the basis of the capacity assessment findings											AUC/HRST RECs Member States Formal TVET Institutions
6.2	The recommendations in the capacity development plans at all levels implemented between 2020-12-31 and 2028-12-31											
6.21	Take relevant capacity development actions as a follow up on the recommendations in the capacity development plan											AUC/HRST RECs Member States Formal TVET Institutions
6.3	Qualified, committed and passionate people with industrial experiences are recruited in order to lead, plan and implement the overall policy intentions with great skill and drive at the national TVET system											AUC/HRST RECs Member States Formal TVET Institutions
6.31	Set up pre-determined recruitment criteria for attracting qualified, committed and passionate people with industrial experiences to assume leadership positions in TVET institutions											AUC/HRST RECs Member States Formal TVET Institutions

6.32	Advertise the posts and select the best candidates											AUC/HRST RECs Member States Formal TVET Institutions
6.33	Deploy the chosen candidates on the basis of ToRs (or result-based performance)											AUC/HRST RECs Member States Formal TVET Institutions
6.4	An African TVET leadership and management capacity development specific curriculum (training programmes) developed and implemented											
6.41	Undertake training needs analysis at the national level											Member States Formal TVET Institutions
6.42	Design specific curriculum in collaboration with UNESCO, ACBF and other providers on the basis of the findings from the analysis											Member States UNESCO/ACBF
6.43	Conduct the training and evaluation											Member States UNESCO/ACBF
6.44	M&E on the leadership and management capacity development curriculum											Member States UNESCO/ACBF

Focus Area seven : Image Building, Advocacy and Social Mobilisation for TVETs

Goal : Establish an effective communication strategy for mobilizing commitment from all the stakeholders through advocacy, information sharing, sensitisation, social mobilisation and then ensure prestige and attractive ness of TVET

Priority level : High Expected end date : 2028-12-31

Outcome: Raised awareness among all salient stakeholders including national governments on the transformational role of TVET for socio-economic development and youth employment

No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Mobilizing all the necessary support and resources (viz.: monetary,	Number	NA	2019-01-01	30% of the total TVET annual budget	2028-12-31	Survey report on public perception of TVET

Strategic Intervention Areas (or Outputs)									
7.1 Sustained public awareness, involvement, support and ownership at the national, regional and continental levels generated until 2028-12-31									
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification		
1	An African TVET Day declared	Number	NA	2019-01-01	1NA	2019-12-31	Policy brief, or press release		
2	Communication and advocacy strategy at all levels developed and operationalized	Number	NA	2019-01-01	AUC 8RECs 55 MS	2020-12-31	TVET Communication and advocacy strategy document		
3	Types and number of avenues used to popularize the Continental TVET strategy and this PoA	Number Types	NA	2019-01-01	NA	2028-12-31	Distributed flyers, & newsletter Online electronic/digital promotion of TVET to citizens Number of consultation meetings, professional conferences, workshops, community Forums,		
Indicators :									

7.2. Mutual learning and cooperation with diverse stakeholders including private sector through modern knowledge and information management system using such as Africa Talks Jobs at the national, regional, continental levels promoted until 2028-12-31									
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification		
1	Institutionalization "Africa Talks	Number	NA	2019-01-01	1	2019-12-31	Circulation written to all relevant actors		
2	"Jobs" as a platform for dialogue and mutual learning including developing policy recommendations	Number Types	NA	2019-01-01	All Member States	2028-12-31	Stakeholders' satisfaction survey reports on the quality of the operation of ASPYEE and Afrika Talks Jobs		
Indicators :									

No.	Output / Activity	Implementation Schedule								Responsibility				
		2019	2020	2021	2022	2023	2024	2025	2026		2027	2028		
7.1	Sustained public awareness, involvement, support and ownership at the national, regional and continental levels generated													
7.11	Organize and celebrate annual African TVET Day													AUC/HRST
7.12	Develop and operationalize communication and advocacy strategy at all levels													AUC, RECs, Member States
7.13	Popularize the TVET strategy and this PoA through a variety of avenues both hard and soft (electronic) online means to reach all stakeholders/ African													AUC NEPAD RECs Member States

7.14	Raise awareness among government –ments on the transfor- mational role of TVET for so- cio-economic develop –ment																	AUC RECs
7.15	Organize consultation meet- ings, professional confer- ences, and workshops on TVET and youth employment																	AUC, RECs, Member States TVET institutions
7.2	Mutual learning and cooperation with diverse stakeholders including private sector through modern knowledge and information management system using such as Africa Talks Jobs at the national, regional, continental levels promoted																	
7.21	Institutionalize “Afrika Talks Jobs” as a platform for dialogue and mutual learning including developing policy recommendations																	AUC NEPAD
7.22	Strengthen mechanisms to share best practices and mod- els on the continental skills platform and regional dialogue platforms.																	NEPAD
7.23	Identify success stories/role models of African inven- tors, entrepreneurs, industry leaders, etc. who succeeded following TVET programs or through self-education.																	AUC NEPAD
7.24	Focus on TVET fields and occupations for which there is evidence of growing job op- portunities, good wages and quality working conditions																	AUC NEPAD

Focus Area eight : Ensuring Sustainable TVET Financing Mechanisms

Goal : Establish sustainable financing mechanisms for the African TVET systems moving to 2028

Priority level : High Expected end date : 2028-12-31

Outcome: Ensured sustainable TVET funding mechanisms by mobilization resources from diverse salient stakeholders

No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	Spending on formal TVET from the national treasury	Number	The 2018 data	2019-01-01	At least 100% increment of the 2018 amount	2028-12-31	Budget proclamation
2	Share of budget request against government fund- ing for national TVET system	Number	The 2018 data	2019-01-01	90% of the re- quested budget get approved	2028-12-31	Budget proclamation
3	Proportion of mo- bilized resources from nongovern- mental sources	Number	The 2018 data	2019-01-01	30% of the total public budget	2028-12-31	Financial report
4	Total TVET spending per stu- dent per trade	Number	The 2018 data	2019-01-01	NA	2028-12-31	Financial report
Outcome Indicators :							
Strategic Intervention Areas (or Outputs)							
8.1 An integrated TVET financial planning (e.g. 10 yrs.) at the national and institutional levels prepared or reviewed by 2020-12-31							
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	A ten-year TVET subsector investment plan prepared in a participatory and collaborative manner	Number	NA	2019-01-01	One Plan by each Member State	2020-12-31	A ten-year TVET subsec- tor national investment plan document (with a financial management capacity gap analysis and action plan)
Indicators :							

8.2. Lobby for increasing public and private funding for TVET between 2019-12-31 to 2028-12-31									
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification		
1	Increase in spending in formal TVET	Number	The 2018 data	2019-01-01	At least 100% of the 2018 amount	2028-12-31	Budget proclamation		
2	Share (%) of TVET funding out of the national budget	Number	The 2018 data	2019-01-01	2.5% of the GDP	2028-12-31	Budget proclamation		
3	Proportion of resources (financial/in-kind) obtained from nongovernmental stakeholders (type of resource providers)	Number	The 2018 data	2019-01-01	At least 30% of total resource mobilized for the African TVET systems	2028-12-31	National financial report		
4	Research to inform the development of more effective TVET financing models in Africa	Number	NA	NA	1	2021-01-01	Research Document		
8.3. Suitable resource allocation mechanisms to TVET providers according to the national policy imperatives implemented as of 2021-12-31									
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification		
1	Members States installed/strengthened resource allocation mechanisms	Number	NA	2019-01-01	All Member States	2021-12-31	National TVET resource allocation strategy document		
8.4. Mobilisation of resources from a variety of nongovernmental sources at all levels to be achieved by 2028-12-31									

1	Resource mobilization policies/frameworks for ensuring accountability and transparency measures at the level of the national TVET system and TVET institutions set up	Number	NA	2019-01-01	Policies at all Member States and formal TVET institutions	2020-12-31	Resource mobilization policy brief or framework documents at the national TVET system or formal TVET institutions					
2	Proportion of mobilised resources from a variety of nongovernmental sources at all levels	Number	The 2018 data	2019-01-01	At least 30% of the total resource mobilized for the African TVET systems	2028-12-31	Amounts of the resource mobilized at the continental, regional, and national levels					
Indicators :												
Gantt Chart												
No.	Output / Activity	Implementation Schedule						Responsibility				
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	
8.1	Preparing or reviewing integrated TVET finance planning (e.g. 10 yrs.) at the national and institutional levels											
8.11	Prepare a ten-year TVET subsector investment plan in a participatory and collaborative manner											Member States
8.12	Undertake a capacity gap analysis on the current financial management system at TVET subsector and take actions to improve financial implementation capacities at the national and institutional levels											Member States TVET Institutions

Lobby for increasing public and private funding for TVET by using a committee of 10 heads of state and government to promote the development of TVET on the continent									
8.2									Member States
8.21	Ensure prioritization of TVET in the national development planning								Member States
8.22	Defining the share (%) of TVET funding out of the national budget								Member States
8.23	Introduce mutual accountability and transparency systems of involving private sector in funding national TVET system (e.g. skills levy)								Member States a Productive Sector
8.24	Research to inform the development of more effective TVET financing models in Africa								AUC Member States
8.3	Suitable resource allocation mechanisms to TVET providers according to the national policy imperatives installed								
8.31	Conduct study/research on the current resource allocation mechanisms to the national TVET systems								Member States
8.32	Install resource allocation mechanisms that improve the financial autonomy of TVET providers to effectively respond to their changing environment								Member States
8.33	Create a system that addresses the resource requirements of financially challenged but academically able trainees								Member States

8.4	Mobilisation of resources from a variety of nongovernmental sources at the continental, regional, national and institutional levels								
8.41	Develop a resource mobilization policy/framework to ensure accountability and transparency measures at all levels								AUC, RECs, Member States, TVET institutions
8.42	Encourage revenue generation at the level of TVET institutions by undertaking income generation activities (IGAs)								Formal TVET institutions TVET institutions
8.43	Prepare and implement innovative resource mobilisation and diversification (e.g. productive sector, bilateral and multilateral donors, philanthropists and other feasible and acceptable sources) strategies								AUC RECs Member States Formal TVET institutions

Focus Area nine : Monitoring, Evaluation System for TVET

Goal : Reinforce the culture of managing for results, enhance accountability and to deepen the integration through M&E at the national, regional and continental levels by involving salient stakeholders.

Priority level : High Expected end date : 2028-12-31

Outcome: Reinforced the culture of managing for results, enhance accountability and to deepen the integration through M&E at the national, regional and continental levels by involving salient stakeholders.

No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification
1	TVET institutions, AU Member States, RECs and AUC undertaking	Number	NA	2019-01-01	As required by the M&E framework	2028-12-31	M&E Reports

Outcome Indicators :

		effective M&E and reporting using the M&E framework of this PoA							
Strategic Intervention Areas (or Outputs)									
9.1 Consolidating and harmonizing indicators for assessing TVET by 2019-12-31									
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification		
1	Review and domesticate the existing indicators for assessing TVET	Number	0	2019-01-01	1	2019-12-31	Draft TVET indicators ready for approval		
2	Approve the indicators by participating all stakeholders	Number	0	2019-01-01	1	2020-12-31	Availability of agreed upon TVET indicators across the continent		
9.2. Collecting a baseline data according to the indicators for TVET to be achieved by 2020-12-31									
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification		
1	A baseline data on the national TVET system using the agreed upon indicators for TVET	Number	The 2018 data	2021-01-01	All 55 MS	2021-06-30	Comprehensive baseline report/data on TVET by country		
9.3. Knowledge and experiences sharing using the African Skills Portal for Youth Employment and Entrepreneurship (ASPYYE) and/or Africa talks Jobs for networking practitioners and benchmarking introduced by 2020-12-31									

No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification		
1	Institutionalizing knowledge sharing and showcasing platforms and approaches at the continental level on ASPYEE	Number	The 2018 data	2021-01-01	All member states	2021-06-30	Availability of trustworthy information/success stories for sharing knowledge and experiences using online/digital technologies (SPYEE) from each Member State		
2	Benchmarking of the National TVET system	Number	The 2018 data	2021-01-01	At all member states, RECs, Continental and TVET institutions	2028-12-31	Benchmark report of the National TVET system		
9.4. A mid-term review and final evaluation of this PoA conducted by 2023-12-31 and 28-12-28									
No.	Indicator	Measuring Unit	Baseline Value	Baseline Date	Target Value	Target Date	Means of verification		
1	A mid-term review report of this PoA	Number	0	2024-01-01	One report	2025-06-30	Review report and recommendations for further improvement		
2	A final evaluation report	Number	0	2028-01-01	One report	2029-04-01	Final evaluation report		
Gantt Chart									

No.	Output / Activity	Implementation Schedule										Responsibility		
		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028			
9.1	Consolidating and harmonizing indicators for assessing TVET													
9.1.1	Review and domesticate the existing indicators for assessing TVET													AUC, RECs, and Member States
9.1.2	Approve the indicators by participating all stakeholders													Member States
9.2	Collecting a baseline data according to the indicators for TVET													
9.2.1	Developing data collection instruments													AUC, RECs, and Member States
9.2.2	Collect a baseline data using the agreed upon indicators for TVET													Member States
9.2.3	Undertake data analysis and reporting using national TVET system													Member States
9.3	Introducing knowledge and experience sharing using the African Skills Portal for Youth Employment and Entrepreneurship (ASP YEE) and/or Africa talks Jobs for networking practitioners at the continental level													
9.3.1	Approve the data collection instruments and collect reliable information/success stories													NEPAD
9.3.2	Foster knowledge sharing and showcasing platforms and approaches at the continental level on ASP YEE													NEPAD
9.3.3	Use Digital technologies for sharing knowledge and experiences at all levels on ASP YEE													NEPAD
9.3.4	Promote benchmarking at all levels													NEPAD Member States
9.4	Conduct a mid-term review and final evaluation of this PoA													

9.4.1	Develop qualitative and quantitative data collection instruments													AUC, RECs, and Member States
9.4.2	Conduct a mid-term review in 2022 to assess progress													Member States
9.4.3	Conduct final evaluation in 2028													Member States

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Annex: Definitions of Key Technical Terms

Anticipation	Denotes various qualitative and quantitative methods aimed at identifying future skill needs. Volume 4 considers only short- to medium-term anticipation, while long-term anticipation using forecasting or foresight methodologies (usually for more than five years) is covered by volume 2.
Competency	The proven or demonstrated individual capacity to use know-how, skills, qualifications or knowledge to meet usual and changing occupation situations and requirements (Unesco, TVET glossary: www.unevoc.unesco.org/tvetipedia.html?tx_drwiki_pi1%5Bkeyword%5D=glossary).
Competency-based training	Can be defined as training that is based on outcomes and pre-defined standards; the training focuses on what students can actually do (Misko & Robinson, 2000).
Employability	Refers to the combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during their career (Cedefop, 2008). It includes portable competencies and qualifications that increase an individual's capacity to make use of the education and training opportunities available to secure and retain decent work, to progress within the enterprise and between jobs, and to cope with changing technology and labour market conditions (ILO, 2004).
Employment service provider	This refers to employment service providers in terms of public and private employment services whose main task is to aid job matching (see volume 4).
Forecasting	Quantitative forecasts produce information on quantitative aspects of future labour markets through statistical projections, econometric models or similar methods. Quantitative forecasts use data about the present and past to estimate future developments (Andersen et al., 2010). Forecasts may include alternative quantified scenarios based on various assumptions (see volume 2).
Job	A set of tasks and duties performed, or meant to be performed, by one person, including for an employer or in self-employment (ILO, 2012b).
Labour market information	Any information concerning the size and composition of the labour market or any part of the labour market, the way it or any part of it functions, its problems, the opportunities which may be available to it, and the employment-related intentions or aspirations of those who are part of it (Mangozho, 2003).
Labour market information system (LMIS)	A labour market information system consists of a set of institutional arrangements, procedures and mechanisms that are designed to produce labour market information (ILO, 1997).
Matching	Matching denotes approaches and actions that aim to increase the employability of the workforce and reduce skills shortages, including filling jobs with qualified job seekers. This term is broader than job referral or placement.
Mismatch	An encompassing term referring to different types of skill gaps and imbalances such as over-education, under-education, over qualification, under qualification, over-skilling, skills shortages and surpluses, skills obsolescence and so forth. Skills mismatch can be both qualitative and quantitative; referring both to situations where a person does not

	meet the job requirements and where there is a shortage or surplus of persons with a specific skill. Skills mismatch can be identified at individual, employer, sector or economy level (Andersen et al., 2010).
National Qualifications Framework (NQF)	NQF defines qualification levels, relationships and equivalences between different qualifications for the entire education system including TVET, general and higher education. It stipulates rules and requirements to move between general education and TVET, and to move from TVET qualifications into the higher education system. NTQF is based exclusively on training outcomes, which are defined based on occupational standards which in turn reflect labour market needs.
Occupation	An occupation is defined as a set of jobs whose main tasks and duties are characterised by a high degree of similarity. A person may be associated with an occupation through the main job currently held, a second job or a job previously held (ILO, 2012).
Private employment agencies (PREA)	Any natural or legal person, independent of the public authorities, which provides one or more labour market services such as job brokering, counselling services or any other assistance to job searching. This term includes temporary work agencies as per the definition below (ILO, 2007). See volume 4.
Public employment service (PES)	The core functions of public employment services include job search assistance and placement services; collection, analysis and dissemination of labour market information; development and implementation of targeted labour market programmes and services; the administration of unemployment insurance benefits, where applicable; and other regulatory services such as oversight of private employment agencies (ILO, 2009). See volume 4.
Qualification	A formal expression of the vocational or professional abilities of a worker which is recognised at international, national or sectorial levels. An official record (certificate, diploma) of achievement which recognises successful completion of education or training, or satisfactory performance in a test or examination.
Quality	The assembly of characteristics of a study programme and of its provider, through which the beneficiary's expectations and the previously established quality standards are fulfilled.
Skill	A term often used with very different meanings. In this PoA, skill is understood as having the ability to carry out mental or manual activity, acquired through learning and practice, where skill is an overarching term which includes knowledge, competency and experience as well as the ability to apply these in order to complete tasks and solve work-related problems.
Skills shortage	Used in this PoA as a quantitative term to describe a situation in which certain skills are in short supply, for example where the number of job seekers with certain skills is insufficient to fill all available job vacancies.
Skill gap	Used as a qualitative term to describe a situation in which the level of skills of the employee or a group of employees is lower than that required performing the job adequately, or the type of skill does not match the job requirements (Cedefop, 2010).

Technical and Vocational Education and Training (TVET)	<p>In this PoA, the term TVET is used in its broadest sense to cover all aspects of training and skills development of all cadres, whether formal, non-formal or informal. It also includes the issues of demand and supply of skills, employability, improving skills, ability for self-employment, and retraining, versatility and continuing apprenticeship.</p> <p>Concerning the scope of TVET from primary school to higher education, it is a mistake to consider TVET as a separate sector rather than an integral and final purpose of any education system that leads to the acquisition of knowledge and expertise relevant to society and the development of the individual.</p> <p>TVET must be seen in a cross-cutting manner and understood as extending from primary education to higher education. Terms such as “education and vocational training” (EVT), “technical and vocational education” (TVE), and “the development of technical and professional skills” (DTPS), Technical and Vocational Skills development (TVSD) are used in different countries and different contexts to mean “Technical and Vocational Education and Training” or TVET in all its dimensions.</p>
Youth	The African Youth Charter defines youth; as individuals aged 15 to 35.
Youth Development:the ongoing growth Processes in which, youth are engaged in attempting to: (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) build skills and competencies that allow them to function and contribute in their daily lives." (Pittman, 1993, p. 8)... A process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models which focus solely on youth problems.
Youth Empowerment:	Young people are empowered when they realize that they have or can create choices in life, are aware of the implications of those choices, make informed decisions freely, take action based on those decisions and accept responsibility for the consequences of their actions. Empowerment also means having the ability for supporting enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others. These enabling conditions fall into major categories such as an economic and social base; political will, access to knowledge, information and skills, adequate resource allocation and supportive legal and administrative frameworks; a stable environment of equality, peace democracy and positive value system.
Vulnerable employment	Vulnerable employment is defined as the sum of the employment status groups of own-account workers and contributing family workers. They are less likely to have formal work arrangements, and are therefore more likely to lack decent working conditions, adequate social security and ‘voice’ through effective representation by trade unions and similar organizations. Vulnerable employment is often characterized by inadequate earnings, low productivity and difficult conditions of work that undermine workers’ fundamental rights.
Wage Employment	Wage is normally an assured amount (which is agreed upon by both the parties) given to the employee on a daily or weekly basis for his work



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