



# **Workshop on Revitalizing TVET Provision in ECOWAS Countries**

**Abuja: 17<sup>th</sup> – 20<sup>th</sup> August 2009**

## **FINAL WORKSHOP REPORT**

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## **1. Background**

The idea of holding a workshop on revitalizing TVET provisions in West Africa in a joint cooperation by UNESCO-BREDA and ECOWAS was initiated at a meeting of Education Ministers and experts of ECOWAS member states held in March 2009 in Abuja. The main objective of the workshop was to create a platform for knowledge and experience sharing in reforming, revitalizing and expanding national TVET systems in order to improve skills delivery, employability and mobility of the youth within ECOWAS member states. In this regard, the progress made and results obtained by Nigeria in reforming its TVET system with assistance from UNESCO under the UNESCO-Nigeria TVE Project were highlighted as an example of good practice that other member states can adopt or adapt to suit their particular circumstances.

The planning activities for the workshop, which were led by UNESCO-BREDA, the UNESCO Abuja Office and ECOWAS, commenced in March 2009 with the setting up of a Technical Committee which decided that the workshop should be held in Abuja from 17-20 August 2009. The main workshop documents were prepared such as the Workshop Concept Note, Workshop Programme (Annex 1) and Guidelines for Country TVET Status Reports (Annex 2). Invitations were sent at the beginning of July to all Ministries' of Education in the 15 ECOWAS countries, UNESCO Cluster Offices, UN Organizations and other international partners such as the African Development Bank, UNDP, ILO, and UNEVOC. Before the workshop Country TVET Status reports were received from all the 15 member states which served as valuable background documents for the workshop (Annex 3) and a Summary Status Report on TVET in the ECOWAS countries was prepared (Annex 4).

## **2. Proceedings of the Workshop**

### **2.1 Workshop Programme**

The workshop was held from 17 – 20 August 2009 at the Sheraton Hotel, Abuja and was attended by over 70 participants from 14 of the 15 member states of ECOWAS, UNESCO, ECOWAS Commission, UN organizations and other partners (Annex 5). Only Sierra Leone's nominated participants were unable to attend due to travel difficulties.

The workshop programme (Annex 1) consisted of 7 plenary sessions with presentations and in-depth discussion of key issues in TVET delivery and a special session for 4 working groups to consider selected themes.

On the third day, Wednesday 19 August, all the participants travelled to Kaduna where they had the opportunity to visit the offices of the National Board for Technical Education (NBTE) and the new NBTE-UNESCO TVET Centre and then spent the rest of the day at the e-Learning Centre at Kaduna Polytechnic.

On the morning of Thursday 20 August, special group meetings were held for the four UNESCO cluster groups and the international partners to elaborate further on the

recommendations that emerged from the four working groups. The workshop then held the Closing Session with the adoption of the Recommendations and the Way Forward. A Press Conference was also held to brief the media about the outcomes of the workshop. It is worth noting that the workshop attracted continuous and wide media coverage throughout the four days.

## **2.2 Opening Ceremony**

The official Opening Ceremony was held at 9.30 am on Monday 17 August and was attended by H.E. Dr. Sam Egwu, Federal Minister of Education of the Federal Republic of Nigeria, Senior FMoE staff and participants.

At the start of the Ceremony, Goodwill Messages were given from the African Development Bank, ILO and UNDP followed by a statement from Dr. Adrienne Diop, ECOWAS Commissioner for Human Development and Gender which was delivered on her behalf by Professor Abdoulaye Maga, Director, Department of Education, Culture, Science and Technology. He noted that, a large proportion of the region's current population of 290 million consist of young people for whom productive activities for a better future of the Community need to be developed. He praised the efforts currently being made by individual governments to boost TVET which is one of five priorities adopted by the First Conference of ECOWAS Ministers of Education. He emphasised that all indications are very clear that the set objectives of this workshop will go a long way towards achieving the yearnings and aspirations of the founding fathers of ECOWAS to "raise the living standards of the peoples, and to maintain and enhance economic stability". (Annex 6-2)

In her Statement, Mrs. Ann Therese Ndong-Jatta, Director, UNESCO Regional Bureau for Education in Africa, BREDA said that UNESCO-BREDA Framework for Action on the revitalisation of TVET on the African Continent promotes three Fields of Action that are central to this workshop. They are contribution to the enhancement of access, quality and equity; supporting the development of curricula relevant for transition to the world of work; and provision of technical backstopping on assessment, certification and qualification framework for the mobility of skills and services. The objective of this four-day workshop is to set the ball rolling to share experiences in the reform of TVET at both policy and practice levels from the UNESCO-Nigeria Technical and Vocational Education (TVE) Project and address the issues of qualification frameworks and certification. She expressed her optimism that there will be a productive and excellent workshop outcome and that in the not too distant future this event would be seen as a landmark event in the revitalisation of technical and vocational education and training in West Africa (Annex 6-3).

In his address, the Honourable Federal Minister of Education Dr. Sam Egwu welcomed the participants from the ECOWAS countries and international partners and pointed out that the development of a sound foundation in technical and Vocational Education is central to any nation desiring to become industrialized and self-reliant. However, in the ECOWAS region there is a widening gap between programmes offered in technical

institutions and the actual openings available in the employment market. Most ECOWAS countries have remained over dependent on the skills of expatriates due to persistent skilled manpower shortages. Regular curriculum review, followed by appropriate staff development and the expansion of the knowledge base on information and communication technology, are therefore vital ingredients in reversing this unwholesome situation. He commended the African Union and ECOWAS Commission for making TVET one of their priority focus areas of development as TVET will leverage the socio-economic transformation of the continent. He declared that Nigeria has also made TVET one of the four priority areas in the Road Map for the Nigerian Education sector. He emphasized the need to ensure that ECOWAS countries are encouraged to jointly develop and exchange training materials, curricula, experiences and ideas that will contribute to the achievement of TVET in the Sub-region and Africa in general. He then declared the workshop open (Annex 6-1).

### **3. Presentations Made:**

The following presentations were made during the workshop:

1. “Workshop Objectives”, Mr. Joseph N. NGU, Director & Country Representative UNESCO, Abuja, Nigeria
2. “Revitalization of TVE Systems- Nigeria as a Special Example”, Dr. Hashim Abdul-Wahab, UNESCO Consultant
3. “National/Regional Qualification Frameworks in TVET in Africa”, Dr. George AFETI - Commonwealth Association of Polytechnics in Africa (CAPA)
4. “The overall situational analysis of TVET in ECOWAS region”, Dr. Hashim Abdul-Wahab and Dr. George Afeti
5. “Market-Driven TVET”, Mr. GASSKOV (ILO, Geneva)
6. “ILO Experiences of TVET Reform Projects”, Mr. GASSKOV (ILO, Geneva)
7. “National Capacity Development Strategies”, Mrs Ndey Isatou Njie (UNDP Dakar)
8. “African Development Bank’s Experience in Technical & Vocational Education and Training (TVET)”, EKOH P. Ugonma, Education Expert, AfDB
9. “African Network of Technical and Vocational Education Teacher Training Institutions- RAIFFET”, Mr. Jean Sylvain Bekale Nze, President, RAIFFET
10. “UNEVOC experiences”, Mr. Jan Ebben, UNECO International Centre for TVE, Bonn
11. “The National Board for Technical Education”, Dr. Nuru A.Yakubu, Executive Secretary, NBTE, Kaduna, Nigeria.
12. “Curriculum and Instructional Materials Development Under The UNESCO-Nigeria TVE Revitalisation Project”, Engr. Abbati D. K. Muhammad, Project Officer, and Mr. Musa Abdul, Curriculum Coordinator, NBTE, Kaduna
13. “Revitalizing TVET In Nigeria- Continuing Staff Development”, Mr. P. Igwilllo Manager, Staff Development Centre, SW Zone, Yaba College of Technology, Lagos, and Mrs. Omotosho, Manager, Staff Development Centre, NW Zone, Kaduna Polytechnic.

## **4. Main Issues Discussed**

### ***4.1 Revitalization of Nigeria's TVET system***

The reforms undertaken by Nigeria to revitalize its TVET sector in collaboration with UNESCO have been hailed as a success story. The presentation by Dr. Abdul-Wahab discussed the key components of the Nigerian experience which include a National TVE Policy, a National TVE Revitalization Strategy and the updating of curricula. The processes involved in the revision, updating and localization of curriculum were explained with emphasis on learning, teaching and training materials (LTTM) development, teacher training and staff development, and the need for appropriate equipment and facilities. The need to take into account the local labour market environment, changes in technology, and international best practices in updating curriculum was also emphasized. It was emphasized that the key to the revitalization of TVET is the updating of the curriculum, since it is the curriculum that determines the appropriate learning, teaching and training materials, the teacher training requirements, and the type of training equipment and facilities that will be required. The key messages from this presentation included the possible use of the cost effective methodology followed by Nigeria to develop TVET curriculum and LTTM in other ECOWAS countries. CDs containing Nigeria Curricula and examples from similar UNESCO Project in Bahrain were distributed to all the participants.

### ***4.2 National/Regional Qualification Frameworks***

National Qualification Frameworks provide a systematic framework for the development and classification of qualifications according to a set of criteria for levels of learning, achievement standards, and skills competencies specified in advance by the relevant employment sector, industry or profession. In particular, Skills or Vocational Qualifications Frameworks can facilitate the up-skilling or re-skilling of workers and hence promote workforce responsiveness to technological changes at the workplace as well as life long learning and recognition of prior learning. It was pointed out by the presenter, Dr. Afeti that the development of a national qualification framework requires legislation to set up a National Qualification or Training Authority to construct and administer the NQF, including the development of unit standards. It was argued that a Regional Qualification Framework for the ECOWAS region can facilitate the portability of qualifications, skills and labour within the region, such that TVET can become an instrument of regional integration.

### ***4.3 Status of TVET in the ECOWAS Countries***

From the valuable TVET Country Status Reports submitted by the Member States and available documents such as the African Union Strategy for TVET in Africa (2007), UNESCO Initial Statistical Analysis of TVET (2006) and other resources, a Summary Situation Analysis of TVET Systems in the ECOWAS countries was presented by Dr. Abdul-Wahab and Dr. Afeti. (Annex 4 ). The main issues and challenges facing TVET systems were outlined as well as the main features of the efforts being made to reform

and revitalise TVET in the various countries. Further short presentations were made by participants from all the Member States highlighting the main achievements and constraints. The presentations revealed the similarities of the issues and challenges facing ECOWAS member states in revamping their TVET systems.

A key concern was the updating and localization of the curriculum. Other challenges include the low investment in TVET provision, the insertion of TVET graduates into the world of work, the absence of knowledge and experience sharing mechanisms within the sub-region, the harmonization of formal and informal training provision, quality assurance, and capacity building for policy formulation and implementation

#### ***4.4 Experiences and Activities by Partners in TVET development***

The representatives of some international financial and technical partners who participated in the workshop contributed to the discussions. In particular, presentations were made on ILO Experiences of TVET Reform Projects, the role and support of UNEVOC to the TVET sector, and the vision and strategy of the AfDB on science, technology and vocational training. UNDP presentation provided an overview of how human capacity development issues are being addressed in an integrated manner in some African countries and highlighted policy and planning activities related to capacity assessments, skills audits, base-lining and data management, knowledge services and learning, and the mechanisms for strategic positioning of TVET with the national capacity development strategies. The intervention by the AU centred on the African Union Strategy for Revitalizing TVET in Africa and the skills acquisition activities the AU Commission is implementing in post-conflict countries. There was also a presentation on collaboration among African states in the area of TVET teacher training, research and information exchanges within the RAIFFET network.

### **5. Outcomes of Working Groups**

#### ***5.1 Group 1: Promising approaches to TVET delivery:***

- The relevance of the curriculum is the key to revitalizing TVET provision,
- Countries should update and localize their TVET curriculum
- The curriculum must be in line with international best practices
- A regional curriculum framework is desirable,
- There is the need for regional TVET centres of excellence for sharing curriculum and information, teaching and learning material staff development, TVET databases and other activities
- Strategies must be developed to promote apprenticeship training
- Guidance and counseling services should be provided for the youth to make informed training choices
- Entrepreneurship training should be included in TVET programmes
- An ECOWAS e-Forum for information and knowledge sharing can help in initiating cooperation in TVET

- A platform or clearing house to make national TVET curricula available to member states is desirable

### ***5.2 Group 2: The trend and nature of TVET policy reforms.***

- Encourage regional consultation on policy development
- ECOWAS should lead the policy development efforts
- Create a sub-regional observatory for TVET data with assistance from UNESCO/UIS
- Set up an inter-agency task force to collaborate in the area of policy development and reforms
- Policy development must be anchored in the principle of ownership

### ***5.3 Group 3: The establishment of National Qualification Frameworks***

- All countries should work towards developing a national qualification framework as a systematic tool for validating and certifying all types of skills competencies
- UNESCO should provide technical support to countries to develop their qualification frameworks
- Information on qualification frameworks is scanty in many countries, hence the need for expert advice to these countries on the process of NQF development and on how to reconcile and integrate existing qualifications into a national qualification framework
- ECOWAS should lead efforts at developing a Regional Qualification Framework (RQF) through the exchange of experts and information among the member states.

### ***5.4 Group 4: The employability and mobility of the youth***

- The youth should be guided in their choice of training opportunities
- Industry and employers should be encouraged to get involved in the provision of guidance and counseling services
- Training quality and skills competencies should be improved
- Training must respond to labour market demands, and hence the need for information and data on labour market and employment statistics
- The acquisition of foreign languages and communication skills can help in improving the mobility of the youth within the sub-region
- Efforts aimed at harmonizing curriculum and the mutual recognition of qualifications within the ECOWAS sub-region should be encouraged

## **6. Field Visit to NBTE, Kaduna**

The visit to the National Board for Technical Education in Kaduna was an excellent opportunity for all the participants to learn first hand about the mission and mandate of

NBTE in the management, development and regulation of TVET in Nigeria. The presentation made by the Executive Secretary of NBTE, Dr. Yakubu gave an overall view of the TVET system in Nigeria with a network of 450 federal, state and private run institutions. They include 184 Polytechnics and Mono-technics, 174 Technical Colleges, and 92 Vocational Enterprise Institutes (VEIs) and Innovation Enterprise Institutes (IEIs) under a recently launched Public Private Partnership initiative.

The participants were very impressed by the new UNESCO-NBTE TVET Centre, which is almost ready for occupation. The new centre with its excellent facilities will be the focal point for TVET related staff development activities, both national and regional. It was suggested that it should become a TVET Centre of Excellence and possible candidate as a regional centre.

The presentations made at the e-Learning Centre at Kaduna Polytechnic on “Curriculum and Instructional Materials Development under The UNESCO-Nigeria TVE Revitalisation Project”, and “Revitalizing TVET In Nigeria- Continuing Staff Development” gave further details about the methodology and procedures adopted by NBTE to update the curricula, develop Learning, Teaching and Training Material, LTTM, and establish and run the continuing staff development network of 13 Staff Development Centres. Hard copies of the LTTM produced by NBTE were on display and CDs containing more than 240 textbooks for seven disciplines in engineering and science were distributed to all the participants.

## **7. Meeting of Technical and Financial Partners**

The representatives of UNESCO, ECOWAS, AfDB, UNDP, ILO, UNEVOC, Nokia, and RAIFFET held a group discussion to explore ways of enhancing collaboration and coordination among the different agencies.

- ECOWAS and UNESCO/UIS will lead the effort to address the policy and data gaps in TVET provision in the sub-region
- Resource mobilization to address funding gaps should be intensified by all partners
- There is the need to strengthen national capacity to support curriculum development and construction of national qualification frameworks as a strategy towards the harmonization of certificates and qualifications
- UNEVOC will involve its networks and centres in support of harmonization efforts and help in dissemination of best practices from Europe to the ECOWAS region
- All partners led by UNESCO/BREDA should work towards a holistic TVET provision embracing the formal, non formal and informal sectors
- ECOWAS is preparing e-learning / ODL policy framework for the sub-region
- Advocacy is necessary to engineer policy shift in favour of TVET

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## **8. Main Recommendations / Way Forward**

The workshop was hailed as the beginning of the “Abuja Process” for the revitalization of TVET in the ECOWAS sub-region and Africa as a whole. In light of the information shared, the deliberations, and insights gained during the workshop, the following recommendations are made for strengthening TVET provision in ECOWAS member states and for moving towards a harmonized and integrated TVET systems in the ECOWAS sub-region as part of the “Abuja Process” for the Revitalization of TVET in the ECOWAS countries. In particular:

### ***TVET Curricula***

1. Efforts should be made to facilitate the sharing of the curricula and learning and teaching material developed by Nigeria under the Nigeria-UNESCO TVET project with all ECOWAS countries.
2. Member states, ECOWAS, UNESCO and other stakeholders in the education sector should encourage and support the development and harmonization of TVET curricula in the national languages of member states
3. Countries should update and localize their TVET curriculum in line with international best practices
4. The establishment of a network of regional TVET centres of excellence for sharing curriculum and information, teaching and learning material staff development, TVET databases and other activities should be explored

### ***National and Regional Vocational Qualifications Frameworks***

5. UNESCO should provide technical support to countries to develop their vocational or skills qualification frameworks

6. ECOWAS should lead efforts at developing a Regional Vocational/Skills Qualification Framework (RQF) through the exchange of experts and information among the member states.

#### ***TVET Policies & Strategies***

7. Encourage regional consultation on policy elaboration and development and ECOWAS should lead such policy development efforts
8. Organising of a Regional Conference geared towards the formulation of a Regional Policy on TVET
9. Create a sub-regional observatory for TVET data with assistance from UNESCO/UIS to help policy makers and capacity building programmes.

#### ***Inter-Agency Task Team***

10. Set up an inter-agency task force to be chaired by UNDP Regional Office to coordinate the activities of the technical and financial partners in the area of policy development and reforms. The task team is to include AU, UNESCO, ECOWAS, AfDB, ILO, and UNEVOC, among others.
11. UNESCO/BREDA will provide technical support for the development of a Concept Note to launch the “Abuja Process”

#### ***Technical Teacher Training***

12. Strengthen the capacity for technical teacher training and training of trainers as well as the structure of teacher training programmes.
13. Broaden the scope of Teacher Training in Sub-Saharan Africa (TTISSA) initiative to include the training of technical teachers for TVET in cooperation with RAIFFET, NBTE and others.
14. Encourage public-private partnership in TVET delivery and technical teacher training.

#### ***Sub-regional Cooperation***

15. Organise regular workshops and meetings for knowledge sharing on TVET issues and best practices among ECOWAS countries.
16. Call on ECOWAS Secretariat, Inter-Agency partners and member States to organise a meeting in a years time, September 2010, to review progress made in the follow up of the recommendation made.
17. UNESCO and ECOWAS support for the revival of the West African Association for Technical and Vocational Education and Training (WAATVET), earlier established with secretariat at NBTE, Kaduna.
18. Help the least developed countries in TVET to bridge the gap between them and the more advanced countries.
19. Provide support for efforts towards harmonisation of TVET curricula and certification

20. Nigeria welcomes the hosting of a Regional Centre of Excellence for TVET in the ECOWAS region at the new UNESCO-NBTE e-learning centre in Kaduna;
21. Request UNESCO and ECOWAS to sponsor experts from selected countries to participate in a TVET Workshop to be organised by NBTE in Kaduna on:
  - a. Development of new curricula in emerging fields of economic growth e.g. mobile communications technology, satellite communications technology, etc.
  - b. Development of learning, teaching and training materials (LTTM) in selected fields

### ***Other Issues***

22. The youth should be provided with TVET guidance and counseling to help them in their choice of training opportunities
23. Promote TVET apprenticeship and skills training in the non-formal setting and encourage their integration and linkages with the formal TVET systems.
24. Entrepreneurship training should be included in all TVET programmes
25. Encourage and give preference to TVET in technology programmes.

### **9. Closing Ceremony**

At the closing ceremony several participants expressed their gratitude to UNESCO and ECOWAS for organising such an important and timely gathering of TVET specialist and policy makers in the sub-region. They reiterated their wish and commitment to build on the positive outcomes and recommendations of the workshop.

The representative from Cote de I'Ivoire gave a Vote of Thanks to all the technical staff who helped in the remarkable smooth running of the workshop and provided unfailing support to the participants before and during the workshop.

The Director of UNESCO-BREDA in her closing remarks declared that the workshop can be considered the starting point of the 'Abuja Process' for the revitalisation of TVET in the sub-region and asked for the continued support of all. She stressed the need to approach the revitalization of TVET in a holistic manner. She expressed her thanks and appreciation to all the participants, the international partners, the presenters and the technical staff for their contribution to the success of the workshop. In particular, she extended her thanks and the gratitude of all the participants to the Federal Ministry of Education and NBTE for the enjoyable and fruitful visit to NBTE in Kaduna.

The closing session was then addressed by Dr. Nuru Yakubu, the Executive Secretary of NBTE who said that this was the first regional workshop that he has attended on TVET in Africa and he was honoured by the visit of the participants to NBTE at Kaduna.

The Director, Department of Education, Culture, Science and Technology of the ECOWAS Commission said that the workshop is an implementation of one of the recommendations of ECOWAS Ministers meeting held last March. He thanked UNESCO

and all the participants for a successful and enjoyable workshop. He assured the participants that ECOWAS will be very keen to work with UNESCO and other partners to implement the recommendations that have been made and would give full support for the ‘Abuja Process’.

The Director of UNESCO Abuja Office thanked all the participants for their contribution to the success of the workshop and informed them that the Final Workshop Report will be sent to them in a few weeks. He also called for the setting up of E-Forum for all the participants to maintain contact and exchange between the TVET practitioners in the sub-region. He also thanked NBTE for their hosting the visit to Kaduna.

## **10. Press Conference**

Following the conclusion of the Workshop a Press Conference was called to brief the media on the outcomes of the workshop. It was attended by a large number of journalists and representatives from the Nigerian National Newspapers, TV Channels and Radio Stations.

At the start of the Conference, Mrs. Ann Ndong-Jatta, Director of UNESCO-BREDA outlined the main outcomes of the workshop and answered questions from the journalists.

She emphasized that the young people are the future of tomorrow, but unless we prepare them for this, we cannot be sure of a future that is better than today. And this was the background to this meeting that has received the attention of the highest authorities in Nigeria. Nigeria is leading the way in this process; the President has given his approval to finance and to promote TVET. What remains to be done at the ECOWAS region is to learn from some of the good practices in Nigeria and to build capacity in the various countries to revitalise their TVET.

She pointed out that one of the main conclusions of the workshop was the consensus on developing an “Abuja process” towards the revitalisation of TVET in the sub-region. This would include developing appropriate policies for the TVET sector, being sure of capturing the right sort of data and knowing what type of skills are available for young people. She emphasized that it is important that “we do not stick to the old ways of training, but use modern technology in order to ensure that these young people acquire the right type of skills and that they are well integrated into the labour market”.

Mrs. Ndong-Jatta called for the creation of a Ministry of Technical and Vocational Education, so that the sector can get the kind of attention it deserves.

She also declared that a consensus has also been reached that the technical and financial partners and agencies, should really work in a more coordinated manner, towards eliminating the fragmented approach to development and should work together in creating that enabling environment so that member states could mobilise the right type of resources, the right type of expertise and be able to overcome the challenges of high population of poorly educated, poorly skilled young people, who have lost their hope in

Africa, and who turn not only to Europe, but are even prepared to die in the Atlantic Ocean and the Sahara desert or whatever ocean out there that could facilitate their entrance into Europe or America.

The Executive Secretary of the National Board for Technical Education, NBTE, Dr. Nuru Yakubu said one of the resolutions that all the participants agreed on was the need to have clear and well articulated policy on TVET, at both country and regional levels. He declared: "And we are going to work towards that through conferences and frequent interactions. Each country has different level of policy implementation, and what has happened is that we have seen good practices in some countries and well articulated policies and the resolution is that we all go back and ensure that at the national level, we find a platform or forum where we can extend it to have a uniform policy or identify any policy gaps in individual country and come together to have a uniform policy for the sub-region. Of course coming back home, you are all aware of the current emphases in the ministry of education, which has received the full endorsement of the Federal Executive Council, as well as the National Council on Education. I am talking about the education roadmap of which the TVET is a major component. We have started its implementation."

Mrs. Rachael Ogbe, Principal Programme Officer, Education, ECOWAS Commission, Abuja, said that all are aware that every country is at different stages of development at different areas of endeavour, including TVET. That is why consultation of this nature is of importance in the sense that the whole of Africa totally agree to leverage existing advantages from one country to the other. That is why the whole of Africa also, bearing in mind the second decade of education for Africa, have decided to agree with partners who previously were doing things differently and that is why you have this cream of partners here.

While expressing satisfaction with the progress made so far she said, that " We may not see it now, but very soon, we will be able to look back and appreciate what we have done. Structures have been put in place in member states and the partners have agreed to assist the national governments with financial and technical support as much as possible to make sure we get our desired goals in other areas including TVET. Just before this conference, a meeting has just been held to find out who is doing what in different countries, and how they will be able to coordinate better and make use of optimum advantage of facilities and structures in place at the country level, at the regional level and within different organistaions."

Mr. Dabesaki, Youth Development Expert at the African Union said he was very impressed with what he saw at Kaduna during the visit the day before which made him proud to be a Nigerian. Looking at the example that Nigeria has set, he believes that countries are beginning to give priority attention to the implementation of some of the agreed policies at different levels. This is the second decade of education in Africa starting from the year 2006 to 2015, and Africans have agreed on a number of priority areas within the framework of the plan of action for the decade. He expressed his strong belief that countries are paying attention to implementing some of the very specific

proposals that are contained in that Plan of Action. Nigeria has presented a very unique example for other member. states.

At the end of the Conference, Mrs. Ndong –Jatta thanked the journalists for their support and asked that the issues of TVET be maintained in the media to make the public aware of its role in building the future economy of Africa.

It should be noted that the workshop received continuous media coverage on TV, Radio and in Newspapers with lengthy interviews with the organizers and participants that gave the workshop a very high profile.

## **11. Acknowledgements**

The successful outcome of the workshop is a testimony to the spirit of cooperation and team work of all the staff of UNESCO BRED, Abuja Office, ECOWAS Commission, the Federal Ministry of Education and the National Board for Technical Education in the preparation and conduct of the proceedings. The active participation of all the ECOWAS countries with high level delegations as well as the wide interest and involvement shown by several international partners have all contributed to the fruitful results and recommendations.

## ANNEX 1

### Workshop Programme

#### Day 1, Monday 17 August 2009

08:30 - 09:30	<b>Registration</b>
09:30 - 10:30	<b>Opening Session</b> (Chairperson: ECOWAS, Commission) <ul style="list-style-type: none"><li>- Goodwill messages from AfDB, ILO, UNDP</li><li>- Statement by Dr. Adrienne DIOP, Commissioner Human Development and Gender, ECOWAS Commission.</li><li>- Statement by Mrs. Ann-Therese NDONG-JATTA, Director, Regional Bureau of Education (BREDA) UNESCO.</li><li>- Opening Speech by H.E. Dr. Sam EGWU, Minister of Education, Federal Republic of Nigeria.</li></ul>
10:45 - 11:00	<b>Coffee Break</b>
11:00 - 12:30	<b>Session 1 (Chair: Mrs A. Therese Ndong-Jatta, BREDA; Rapporteurs: Abdul-Wahab and Afeti )</b> <b><u>Adoption of the Agenda</u></b> <i>Presenter:</i> Prof. Abdoulaye Maga, Director Education, Culture, Science & Technology, ECOWAS Commission <b><u>Workshop Objectives</u></b> <i>Presenter:</i> Mr. Joseph N. NGU, Director & Country Representative UNESCO, Abuja, Nigeria <b><u>Presentation on “Revitalization of TVE Systems- Nigeria as a Special Example”</u></b> <i>Presenters:</i> Dr. Hashim ABDUL-WAHAB, UNESCO
12:30 - 13:00	<b><u>Discussions/ Recommendations</u></b>
13:00 – 14:30	<b>Lunch Break</b>
14:30 – 16:00	<b>Session 2 (Chair: Mr. Saidou Sireh JALLOW, BREDA- UNESCO)</b> <b><u>“Market-Driven TVET” and “ILO Experiences of TVET Reform Projects”</u></b> <i>Presenter:</i> Mr. GASSKOV (ILO, Geneva) <b><u>National/Regional Qualification Frameworks in TVET in Africa</u></b> <i>Presenter:</i> Dr. George AFETI - Commonwealth Association of Polytechnics in Africa (CAPA)
16:00 – 16:30	<b>Discussions/Recommendations</b>

16:30 – 17:00	<b>Coffee Break</b>
17:00 - 18:00	<b>Session 3 (Chair: Mr Joseph NGU, UNESCO-Abuja) Presentation of RAIFFET and UNEVOC experiences</b> <i>Presenters: Mr Bekale Nze and Jan Ebben</i>
18:30 – 20:00	<b>Reception: Cocktail for Participants offered by Federal Government of Nigeria</b>

**Day 2, Tuesday 18 August 2009**

09:00 – 9:30	<b>Session 4 (Chair: Engr. Dr. Nuru A. Yakubu, Executive Secretary, NBTE, Kaduna)</b> <b><u>Presentation of overall situational analysis of TVET in ECOWAS region (Abdul-Wahab and Afeti )</u></b>
9:30-10:45	<b>Round Table on country experiences</b> <i>Moderator: Dr. Abdul-Wahab and Dr. George Afeti</i>
10:45 - 11:00	<b>Coffee Break</b>
11:00 - 12:30	Continuation Session 4 <b>Round Table on country experiences</b> <i>Presenters: Guinea Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo</i>
12:30-12:45	Continuation session 4 <b><u>Presentation of the UNDP on partnership and support to countries</u></b> <i>Presenters: Mrs Ndey Isatou Njie (UNDP Dakar)</i>
12:45-13:15	<b>Discussions/Recommendations</b>
13:15 – 14:30	<b>Lunch Break</b>
14:30 – 16:00	<b>Session 5 – Working Groups (rapporteurs will be from countries) (8-10 Participants per working group)</b> <ul style="list-style-type: none"> <li>• <b>Group 1: Promising Approaches to TVET Delivery</b> <i>(Facilitator: Jan Ebben from UNEVOC. Backstop: Hashim Abdul-Wahab )</i></li> <li>• <b>Group 2: Trends and Nature of TVET Policy Reforms in West Africa</b> <i>(Facilitator: Joshua mallet. Backstop: Spain )</i></li> </ul>

- **Group 3: National Qualification Frameworks**  
(Facilitator: Mr George Afeti. Backstop: Mr Ousman Nyang )
- **Group 4: Mobility and Employability of the Youth**  
(Facilitator: Mrs Ndeye Isatou Njie/Mr Gasskov  
Backstop: Raky Gassama)

16:00 –16:30

**Tea/Coffee Break**

16:30 –17:30

**Session 6 (Chair: Prof. Abdoulaye Maga, Director  
ECOWAS Commission)**

**Reports by Working Groups**

**Day 3, Wednesday 19 August 2009**

**Field Visit to National Board for Technical Education, Kaduna,**

08:00-10:30

Travel Abuja-Kaduna

10.30-11.00

Welcome Reception and Introduction to NBTE by the  
Executive Secretary Dr. Nuru A. Yakubu

11.00- 11.30

Tea Break at NBTE Conference Room

12.00- 12.30

Tour of the NBTE-UNESCO Centre

12.30-13.00

Travel to Main Venue, e-Learning Center, Kaduna  
Polytechnic, Kaduna

13.00-14.00

Presentation on “Curriculum Development and  
Instructional Materials Development” (Project Officer:  
Abbati D K Muhammad and Curriculum Coordinator:  
Musa Abdul)

14.00-15.00

Presentation on “UNESCO-Nigeria Staff Development  
Centres” by Centre Managers SW Zonal Centre, Yaba, Mr.  
P Igwilllo and NW ZC, Mrs. Omotesho.

16.00-17.00

Lunch at Hospitality Department Restaurant

17.00

Departure of Participants to Abuja

**Day 4, Thursday 20 August 2009**

09:00 - 11:00

**Session 8: (Chair: Mrs. Ann- Therese NDONG-JATTA,  
BREDA)**

Presentation and Adoption of Report of the Workshop

*Presenters:* Dr Hashim Abdul-Wahab and Dr George Afeti

**Key Recommendations / The Way Forward**

11:00 - 12:00

**Closure of the Workshop**

12:00

**Working Lunch with partners**

## ANNEX 2

### Country Status Reports Presentation Outline/Template

#### 1. Introduction

- Brief overview of national TVET system

#### 2. Institutions types and characteristics

- By level of study: secondary, post secondary
- By disciplines and specialisation: Polytechnic, monotechnic
- Public provision
- Private provision
- Enterprise-based training
- Apprenticeship schemes

#### 3. Piloting and Governance

- National TVET policy?
- Governance structure at national level
- National Training Authority?
- Institutional autonomy and accountability
- Community involvement

#### 3. Status of TVET

- Access, participation and equity
- TVET student enrolments compared with enrolments in other sectors
- TVET graduate output and employment statistics
- Image building initiatives in favour of TVET?
- Availability of scholarships and bursaries for trainees?
- Gender statistics
- Government support to TVET sector

#### 4. Instructors and instructor training

- Academic and professional profiles
- Numbers and disciplines
- Pre-service: technical teacher training institutions- numbers, and enrolment capacity
- in-service training: Continuing Staff Development, Specialised SDCs numbers and annual capacity

#### 5. Curriculum, Learning and Training Material,

- Curriculum focus, design, review and delivery
- Frequency of curriculum review and updating for each level of study
- Agency responsible for TVET curriculum updating
- Availability of locally produced learning and training material and textbooks
- Other sources of learning and training material and textbooks
- Industry and stakeholder involvement?
- Subject/training areas

- Integration of ICT and e-learning?
- Skills transmission pedagogical style: CBT/CBL?
- Open and Distance Learning (ODL) provision?

#### **6. Examinations, Assessment and Certification**

- Assessment schemes and procedures
- Qualification levels
- Examination pass rates and dropout rates

#### **7. National Qualification Framework (NQF)?**

- Plans and proposal to establish NQF
- Recognition of Prior Learning (RPL)?
- Prospects for a Regional Qualification Framework (RQF)

#### **8. Linkages and Partnerships**

- Internships for students and instructors
- Joint projects/training programmes
- Guest teachers from industry
- Educational partnerships with other institution types
- Partnerships with SMEs and local businesses

#### **9. Financing of TVET**

- Public funding (as a percentage of national budget/GDP or compared with other sectors of education system)
- Private funding sources
- Unit training costs or expenditure per student per year, compared with other sectors of the national education and training system
- Student fees
- Skills development fund?
- Training levies?
- Donor support? Endowments?

#### **10. The Way Forward**

- What should be done or is being done to revitalize TVET in your country?
- What do you consider as good practices promising approaches in TVET delivery?

**ANNEX 3**  
**List of Country Reports**

	<b>Country</b>	<b>Name of Author (s)</b>	<b>Document Title</b>	<b>Language</b>
1	Benin	M. Issiakou Bienvenu Yessouf	Rapport sur la situation du Bénin en EFTP	French
2	Burkina Faso	Ms Zourata Yameogo Berehwoudougou Ms Emilie P.B. Medah	Rapport sur la situation des Pays : Cas du Burkina Faso	French
3	Cap Vert	Ms Teresa Delgado Lima Mr. Olavo Delgado	Rapport sur la situation du Cap – Vert	French
4	Cote D'Ivoire	M. Koffi Fofie	Rapport sur la situation de l'enseignement et la formation techniques professionnels en Cote D'Ivoire	French
5	The Gambia	Mr. Ousman Nyang Mr. Abdoulie M. A. Loum	Technical and Vocational Education and Training (TVET) in The Gambia	English
6	Ghana	George Nii-Torgbor Provencal Ernest Henry Kojo Lyall	Status Report On TVET System In Ghana	English
7	Guinea	Mme Diallo Kadiatu Bah	Présentation du profil de l'enseignement technique et professionnel de la République de Guinée	French
8	Guinée Bissau	Dr. Jose Carlos da Silva Mr. Geraldo Montcante da Silva	Rapport sur la situation du pays	French
9	Liberia	Mr Yonton B. Kesselly Mr. Saku S. Dukuly	Profile of TVET in Liberia	English
10	Mali	M. Hassan DIARRA M. Famolo TRAORE	Rapport sur la situation des Pays : Mali	French
11	Niger	Dr Oumarou Amadou M. Idi Manou	EFTP au Niger: Institutions clés, niveaux d'enseignement, curricula et certification	French
12	Nigeria	Dr. Nuru A. Yakubu	Nigeria Country Status Report On TVET	English
13	Sénégal	M. Saliou Diouf M. Massamba Mbow	Rapport sur la situation de l'ETFP au Sénégal	French
14	Sierra Leone	Mr. Umaru Bundu Mrs. Musu Melynda Gorvie	Country Status Report -Sierra Leone	English
15	Togo	H. Olivia Kouevi- Amedjogbe	Profil sur l'état de L'enseignement et de la formation techniques et professionnels (EFTP) au Togo	French

**ANNEX 4**  
**OVERALL SITUATIONAL ANALYSIS OF TVET IN ECOWAS STATES**

**Summary by: Dr. Hashim Abdul-Wahab and Dr. George Afeti**

From the valuable country reports presented, available documents such as African Union Strategy for TVET in Africa (2007), UNESCO Initial Statistical Analysis of TVET (2006) and other resources, the following issues are identified:

1. It is recognised that the current status of TVET systems in Africa differ from country to country and are delivered at different levels in different types of institutions, including technical and vocational schools, polytechnics, enterprises, and apprenticeship training centres.
2. With a few exceptions, the socio-economic environment in which TVET systems currently operate is characterised, in general, by:
  - Weak national economies, high population growth, and a growing labour force;
  - Shrinking or stagnant wage employment opportunities especially in the industrial sector;
  - Huge numbers of poorly educated, unskilled and unemployed youth;
  - Uncoordinated, unregulated and fragmented delivery systems;
  - Low quality;
  - Geographical, gender and economic inequities;
  - Poor public perception;
  - Weak monitoring and evaluation mechanisms, and
  - Inadequate financing, poor management and ill-adapted organisational structures.
3. TVET systems in a growing number of African countries are undergoing or have undergone promising reforms that are designed to build on the inherent strengths of the system. In the ECOWAS countries this is no exception.
4. The major reforms concern:
  - Adopting national policies and Strategies for TVET- Burkina Faso, Senegal, Mali, Ghana, Gambia, Niger, Nigeria
  - Have or in the process of setting up of national TVET bodies: Gambia, Ghana, Nigeria.
  - Have or in the process of developing NQF – NVQF in Nigeria; NSQF in Gambia
  - Adopting updated competency based curricula more aligned with the labour market needs: Nigeria, Gambia, Senegal, Burkina Faso, ..
  - Linking training to employment (either self or paid employment)

5. Statistical data on TVET in the ECOWAS countries is scarce. However, most indicators show that enrolment in formal TVE at secondary and post secondary levels in Sub-Saharan Africa is around 1-5% of total enrolments at that level and may be less than 10% in the best cases. In ECOWAS countries, this proportion ranges from 1% in most countries to 6.3% in Burkina Faso. This is to be compared with 65-70% in the European countries, 55% in Bahrain, 75% in Singapore, 55% in Korea.
6. According to the UNESCO Initial Statistical Analysis Study on TVET (2006) the greater a country's Percentage of secondary Technical/Vocational Enrolment, PTVE. the greater a country's Gross Domestic Product per capita. For instance, the three countries with the highest PTVEs- Australia, Belgium and the United Kingdom- also have a very high GDP per capita; meanwhile Malawi, Niger, and Nigeria have low values for both for GDP per capita and PTVEs.
7. Relevance of content of TVET is a major problem in all developing countries. Updating and revising of curricula mostly takes place after a major crisis in the labour market or problems of graduates' unemployment. There are no systematic evaluation, graduate tracer systems, and effective two-way linkages between industry and TVET. In many cases, there is an over-reliance on imported or ready made curricula and foreign textbooks.
8. There is a dearth of Textbooks in all developing countries. Students rely mostly on simple handouts or verbal lectures. Teachers have inadequate or outdated resources. Most teachers are poorly trained so they are not able to produce the teaching materials they are expected to deliver. Imported textbooks are too expensive and not suitable for the curricula. Local capacity for textbook writing is not mobilised. Only a few countries have dedicated technical teacher training institutions (CI, Gambia, Ghana, Nigeria, Burkina Faso)
9. In almost all countries in the ECOWAS region, there is a shortage of qualified and skilled instructors and teachers. Student teacher ratios vary from 14:1 (Mali), 20:1(Senegal), 30:1(Liberia) to as high as 80:1 in some disciplines. These ratios may be compared with recommended ratios of between 10 and 15:1 in TVET programmes
10. Investment in TVET is very low, hence very slow rate of expansion and development. Public funding to the sector varies from as little as about 1% of the national education budget (Ghana, Togo, etc.) to about 11% in Mali.
11. Some countries have created skills development funds of one kind or the other which are based on training levies imposed on enterprises (Burkina Faso, Cote d'Ivoire, Mali, Senegal, Togo) and are intended to support up-skilling and re-training of workers

12. Female participation in TVET is low in the engineering and technology disciplines, at less than 28%. However, this figure rises to 50% or more in the business and commercial sectors. A notable exception is in Sierra Leone where there are more females than males enrolled in TVET
13. The integration of ICT and e-learning into TVET is in its infancy in all ECOWAS countries
14. Private provision of TVET is important in many countries. In Senegal, private provision takes a large share of about two-thirds of the total provision in the country
15. There is lack of data in all the countries on the insertion of TVET graduates into the world of work. However, examination failure rates are high, approaching 50% in most countries
16. The situation in the post-conflict countries of Guinea Bissau, Liberia and Sierra Leone is characterised by damaged or destroyed academic infrastructure, poor learning facilities, low capacity and high demand for training, inadequate and poorly qualified teachers, and a dearth of data and statistics on the TVET sector
17. The country reports have identified the following priority areas for action:
  - Modernising curriculum and increasing relevance
  - Localisation of curriculum and industry involvement
  - Greater college-industry collaboration and partnerships
  - Upgrading of training facilities
  - Upgrading skills of teachers and increasing their numbers
  - Expansion of enrolment capacity
  - Diversification of disciplines
  - Introduction of competency based training
  - Increase resources to TVET sector
  - Institute measures to increase efficiency and cost-effectiveness
  - Develop NQF
  - Improve pass rates and employability of TVET graduates
  - Set up national employment and labour market observatory
18. Cooperation between ECOWAS countries in the TVET sector is rather limited, but the prospects are encouraging and mutual benefits can be substantial.

**ANNEX 5**

**LIST OF PARTICIPANTS / LISTE DES PARTICIPANTS**

	<b>COUNTRY / PAYS</b>	<b>NOMS/NAMES</b>	<b>FONCTIONS/STATUS</b>	<b>ADRESSE/ADDRESS</b>
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## **ANNEX 6: Statements made at the Opening Ceremony**

### **6-1. Address by the Honourable Minister of Education, Dr. Sam Ominyi Egwu**

It gives me great pleasure to address you at this very important Workshop put together to further the cause of Technical and Vocational Education and Training (TVET) in the ECOWAS sub-region. I welcome particularly participants from ECOWAS countries, Resource Persons and other stakeholders. Let me also sincerely thank the ECOWAS Commission, UNESCO, the National Board for Technical Education (NBTE), the African Development Bank (ADB) and other Development Partners for contributing the human and material resources in organizing this Workshop.

The development of a sound foundation in technical and Vocational Education is central to any nation desiring to become industrialized and self-reliant. However, present realities indicate that it will take more than a mere refocusing on technical education, in its present form, to make it more relevant and effective. For any country to advance technologically there is need to revise curriculum at all levels of the educational sector – TVET inclusive

In the ECOWAS region, it has been revealed that there is a widening gap between programmes offered in technical institutions and the actual openings available in the employment market, in most key sectors of the economy. Most ECOWAS countries have remained over dependent on the skills of expatriates due to persistent manpower shortages. Regular curriculum review, followed by appropriate staff development and the expansion of the knowledge base on information and communication technology, are therefore vital ingredients in reversing this unwholesome situation.

The dream of most emerging economies of the world is not to produce youths that are unemployable or white collar job seekers but citizens that possess competence in vocational, technical and information technology with entrepreneurial and business skills essential for independent success. This can be achieved by making TVET a core element in the national educational system. Nigeria's aspiration to become one of the top twenty economies of the world by the year 2020, and eradicate poverty and hunger by 2015 cannot be achieved without a critical mass of manpower comprising craftsmen, technicians and technologists to drive the process.

In developing countries such as Nigeria, one of the major challenges facing education in general and TVET in particular, is the need to keep pace with the changing needs of the economy and the labour market, especially with regards to competencies and skills. The curriculum, which defines the competencies that are instilled, needs to be regularly reviewed and updated to ensure its relevance to the current and projected needs of the economy. The project on Revitalizing Technical and Vocational Education in Nigeria was therefore designed to adapt and revise curricula, as well as teaching methods, to make them more compatible with the demands of the labour market.

Following a long tradition of fruitful cooperation between UNESCO and Nigeria, the project commenced with the review of TVET curricula. UNESCO commissioned international consultants who, together with national specialists, carried out extensive development of the curricula in 13 disciplines, offered at secondary technical colleges and 8 disciplines offered at post-secondary polytechnics. The curricula are mainly competency-based, with special emphasis on practical training, information and communication technology and entrepreneurship education and in mechanical, electrical, building and civil engineering and technology fields.

We as ECOWAS Countries must strive to improve productivity in all sectors of the economy, if we are to compete favourably in an era of rapid economic and technological change. This requires not only capital investment, but also a workforce that is knowledgeable and has the flexibility to acquire new skills for new jobs as the structures of the economy and occupations change.

The level of competence of a country's skilled workforce determines the quality and efficiency of product development, production, and maintenance, as well as the efficiency of supervision and training of workers with lesser skills. Such lower level skills find application in the modern technology sector, in agriculture, and in the small and medium enterprises sector and in the informal sector.

Education, particularly TVET, is the "factory" for the production of the needed technologists, technicians and craftsmen as well as skilled artisans who are required to turn the nation's economy around and usher in the desired technological advancement. Acquisition of appropriate technological skills is necessary to cope with the challenges presented by the evolving needs of available working places in our industries and the ever-growing non-formal sector.

Education and training systems that respond adequately to these demands will, therefore, contribute to the efforts to overcome the growing unemployment and marginalization of young people and adults in the country. By providing access to appropriate learning experiences, designed to broaden skills, technical and vocational education and training (TVET) programmes can increase productivity and significantly improve the fortunes of the unemployed, thereby reducing poverty and unemployment amongst our youths.

The African Union and ECOWAS Commission should be commended for making TVET one of their priority focus areas of development as TVET will leverage the socio-economic transformation of the continent. Nigeria has also made TVET one of the four priority areas in the Road Map for the Nigerian Education sector. My presence here today goes to show the importance that we place on the role that technical and vocational education can play in developing the much needed human capacity that ECOWAS countries require to enhance their technological development. We must ensure that ECOWAS countries are encouraged to jointly develop and exchange training materials, curricula, experiences and ideas that will contribute to the achievement of TVET in the Sub-region and Africa in general.

Distinguished Ladies and Gentlemen, I implore you all to make sure that the efforts and outcomes of this Workshop are implemented in the different countries for the benefit of our citizens. It is also against this background that I urge you all as policy makers and major stakeholders to actively participate in the deliberations so that at the end, the workshop will bear the fruit that will ripen into a strong and virile TVET that will produce more job-creators rather than job-seekers who will pilot our sub-region to economic emancipation. It is therefore my pleasure and honour to declare this workshop open.

Thank you and God Bless.

## **6-2. Opening Statement by the ECOWAS Commissioner for Human Development and Gender Dr. Adrienne Diop**

Your Excellency, the Honourable Minister of Education of the Federal Republic of Nigeria Dr. Sam Egwu

The Director, UNESCO Regional Bureau of Education, Dakar

The Executive Secretary, National Board for Technical Education

Distinguished members of the Planning Committee of this Workshop UNESCO, UNDP, AfDB, UNOPS, World Bank, UNICEF, JICA, UNIDO, NBTE, FME and NATCOM-UNESCO,

Ladies and Gentlemen

It gives me great pleasure to welcome you all to this workshop on behalf of the President of ECOWAS Commission Dr. Mohamed Ibn Chambas and his Vice Mr Jean Somda Daeu who are very supportive of this workshop. I wish to express the sincere appreciation of our Commission to UNESCO and its able sister UN Agencies, the African Development Bank, the Ministry of Education of Nigeria, and other members of the Technical Committee for making this workshop a reality.

It is necessary to note that, a large proportion of the region's current population of 290 million, which is likely to increase to 400 million by 2020, consist of young people, for whom we need to develop productive activities for a better future of the Community. You are all aware of the various desperate attempts currently being made by the Youth to obtain livelihood and the frustration of parents and national governments. These frustrations arise from lack of employable skills, drug addiction and trafficking, migration and brain drain, criminal gangs, activities of warlords, and other social vices associated with unemployment and under employment.

May I acknowledge the praiseworthy efforts currently being made by individual governments to boost TVET and remind us all that ECOWAS derives its legitimacy from the will of its peoples to join hands in building their destiny?

Article 6 of the ECOWAS Protocol on Education and Training promotes cooperation and mutual assistance in the:

- Planning, formulation and implementation of high quality, practical and suitably adapted training programmes
- Joint development and exchange of training materials
- Exchange of experiences, ideas and information
- Creation of national examinations and accreditation bodies to facilitate the harmonisation, equivalence and standardisation of the certificates awarded

- Creation of regional associations of professionals in the field of technical education and vocational training , in order to provide fora for the exchange of views, ideas and experiences

It is against this backdrop that the First Conference of ECOWAS Ministers of Education adopted five priorities in education including TVET. Among the definite steps taken since then was the detailed implication of TVET delivery prepared in 2004 by the Second conference of ECOWAS Ministers of Education. I am particularly delighted that the concerns that was raised by ECOWAS Ministers of Education in 2002 for acquisition of employable skills was re-echoed in the Plan of Action for the Second Decade of Education for Africa in 2006 when the Decade Plan was launched in Maputo.

ECOWAS acknowledges the fact that the complexity of the issues preventing the popularization and practice of TVET in the region requires a diverse group of partners to address them with the goal of moving TVET delivery forward, at every level and in every setting.

In collaboration with the Commonwealth of Learning, priorities in TVET were identified in 2006, followed by a project identification which has not yet been implemented due to funds constraints. These priorities include:

- General education
- Building and construction
- Agro-industry
- Tourism and hospitality
- Information and Communication Technology competences
- Entrepreneurship and/or basic business competences;
- Decision making and problem-solving competences;
- Values and life orientation

Negotiations are also ongoing between the government of Spain and ECOWAS towards Revamping TVET delivery in the region. This workshop will afford the opportunity of great insight into the wonderful work that has been done by different governments and partners in TVET.

Distinguished delegates and partners here present, indications are very clear that the set objectives of this workshop will go a long way towards achieving the yearnings and aspirations of the founding fathers of ECOWAS to ***“raise the living standards of the peoples, and to maintain and enhance economic stability”***. It is therefore my sincere hope that this workshop will be given the seriousness and diligence it deserves.

I thank you all for listening and I wish you a wonderful stay in Abuja and fruitful deliberations.

### **6-3. Opening Statement by The Director Of UNESCO-BREDA, Madame Ann Therese Ndong-Jatta**

**Excellencies, the Federal Minister for Education and the State Minister of Education**

**The Representative of the ECOWAS Commissioner for Human Development & Gender;**

**Representatives of our Esteemed Partners notably:**

- **African Union**
- **UNDP country and regional offices**
- **African Development Bank (AfDB)**
- **International Centre for Technical & Vocational Education and Training (UNEVOC)**
- **International Labour Organisation (ILO)**
- **African Network of Institutes for training of trainers and teaching of technical education (RAIFFET)**
- **Nokia**

**The Executive Secretary, National Board for Technical Education, Nigeria;**

**Colleagues from the UNESCO-BREDA Field Offices**

**Workshop Consultants and Resource Persons**

**Distinguished participants from ECOWAS member states**

**Ladies & Gentlemen**

Honourable Ministers, kindly allow me to start my brief remarks in French and then continue in English.

Son Excellence, Monsieur et Madame les Ministres

Honorables invités

**Chers participants**

C'est un réel plaisir pour moi de prendre la parole ce matin au nom de l'UNESCO, à l'occasion de l'ouverture de cet atelier dont le thème est d'une importance capitale pour notre continent, notamment pour notre jeunesse fortement touchée par le chômage, surtout à cause de l'inadéquation entre les formations dont ils bénéficient dans nos institutions éducatives et les besoins du marché formel et informel.

Je voudrais tout d'abord exprimer ma profonde gratitude aux autorités d'Abuja, non seulement pour avoir permis la tenue du présent atelier dans cette belle cité africaine, mais aussi pour l'accueil dont nous et nos invités avons bénéficié.

Permettez moi également, au nom de mes collègues de l'UNESCO et moi-même, d'adresser mes vifs remerciements à Son Excellence Monsieur le Ministre responsable pour l'éducation dans la République Fédéral du Nigéria et Madame le Ministre d'Etat pour ses présence parmi nous, qui témoigne leurs engagement principale sur le thématique de notre atelier. A la représentant du Madame la Commissaire de la CEDEAO et à tout son équipe, pour la qualité de la collaboration que nous avons eue depuis plusieurs mois, et qui a abouti ce jour à la tenue effective de notre atelier.

A nos collègues des Agences sœurs du Systèmes des Nations Unies ici présentes (PNUD, BIT) et aux autres partenaires qui nous ont appuyé (, BAD, Union Africaine, NOKIA, RAIFFET, CREAA) je voudrais leur dire toute notre reconnaissance pour leur présence qui témoigne de l'importance qu'ils accordent à l'éducation et à la formation de qualité des jeunes africains.

A vous les participants venus des 15 pays de la CEDEAO, je voudrais avant tout vous remercier vivement pour avoir répondu positivement à notre invitation et vous dire que nous comptons doublement sur vous d'une part pour partager vos expériences avec nous et d'autres part pour traduire en actes dans vos pays respectifs, les résultats et recommandations de cet atelier.

Maintenant permettez moi avec votre permission de continuer mon discours en anglais.

It is great to be part of this very important workshop on revitalising technical and vocational education and training (TVET), following on the heels of a successful meeting of ECOWAS Ministers in charge of technical and vocational education and training here in Nigeria in March 2009. As part of the outcomes of that meeting, Ministers urged ECOWAS to accord high priority to TVET.

In recognition of the potential of TVET to serve as a tool to generate wealth and increase prosperity on the continent, the African Union (AU) developed a strategy for revitalizing TVET in Africa. It's Plan of Action for the Second Decade of Education (2006 – 2015), which is identified as one of the seven priority areas for investment on the continent. On its part, the Economic Community of West African States (ECOWAS) has similarly identified TVET as one of its five priority areas for action in the sub-region. Among the objectives of the ECOWAS Plan of Action on TVET, is the revision of curricula to ensure quality and relevance and the upgrading of the knowledge and skills of TVET teachers. The ECOWAS Plan also recommends the sharing of curricula and best practices within the sub-region.

In its Framework for Action on the revitalisation of TVET on the African Continent, UNESCO-BREDA promotes three (3) Fields of Action, central to this workshop. They are contribution to the enhancement of access, quality and equity; supporting the development or strengthening of curricula relevant for transition to the world of work; and provision of technical backstopping on assessment, certification and qualification framework for the mobility of skills and services.

UNESCO-BREDA is therefore please that in partnership with the ECOWAS Secretariat, ECOWAS member states, development partners and non-state actors, we are demonstrating our collective commitment in acting together to address a principal concern of the continent as a whole but of the sub-region in particular. If the MDG goals must be attained, a more serious attention would have to be given to building human capabilities especially of young people to increase and enhance Africa's competitiveness and sustainable development. A quick review of the most up to date UIS (2006) comparable statistical information tells us that 38% of the adult population remain illiterate, two-thirds of whom are women; only 14% of children are enrolled at the ECD levels; 70% at the primary; 25% at the secondary; and 5% at the Higher education level. Around 75 million secondary school-aged young people and 46 million primary school-aged children in Africa are outside the school system and the majority of these have no training or skills to be absorbed in the labour market. Some of these are in the informal sector as apprentices or child labourers. What this set of data communicates is that SSA to all-intense and purpose operates below less than a quarter of the full capacity of its human resource base. How then can Africa compete in the global economy? In terms of competitiveness, most countries in SSA do not appear on the radar screen of knowledge or technology driven economies in the global market. What must be highlighted here is that African governments must make the right choices to invest more and better in building its human resource capabilities to innovate, manage change and enhance democratic governance to grow its economy and become a serious competitor than depend on aid and handouts. The several crises of the 21<sup>st</sup> century should not cause us to panic and despair but should present us new opportunities and a second chance to review and rethink Africa's priorities, investment patterns and culture of work or of doing business. These are times when the focus should shift to change and risk management.

The objective of this four-day workshop should set the ball rolling to rethink this most needed paradigm shift and share experiences in the reform of TVET at both policy and practice levels, from the UNESCO-Nigeria Technical and Vocational Education (TVE) Project and address the issues of qualification frameworks and certification.

In this connection, the workshop expects country teams to agree to use some of the UNESCO curricula as standard text within the ECOWAS sub-region and develop a strategy to upscale the use of selected curricula. This is to be reinforced by a strategy indicating the immediate next steps in the development of qualifications framework and a network of TVET practitioners created at national and regional levels for follow up activities in support of the ECOWAS Plan of Action in favour of TVET.

In order for the workshop to be useful in concrete and practical ways therefore, we expect participants to serve at the frontline in the change management required for the anticipated results and outcome.

This workshop is expected to lead to new partnerships in building collective intelligence that facilitate a more effective and efficient response to a silent but growing crisis on employability of young people who in most cases do not have the requisite skills and knowledge base to lead productive lives and be fully integrated into the labour market. It

is not sufficient to talk about the role of young people in the future, action is important to be taken today in anticipation of tomorrow. An effective system of Education will ensure a balance in the provision of knowledge, skills, values and attitudes. It is rather unfortunate that generally there is a bifurcation if not undervaluing of skills development in the provision of education, which has resulted in school graduates without skills. This has led to the present disenchantment among young people who are losing faith in the education system and political leadership to address their needs. The options open to young people if this present situation goes unaddressed would not augur well neither for sustainable development of the continent nor integration and unity which is anticipated.

### **Honourable Ministers, Ladies and Gentlemen**

It is an open secret that the ultimate aim of technical and vocational education is employment, that is, the acquisition of appropriate and relevant skills to enable young people participate productively in the labour market. This outcome implies that a match exists between the skills sets acquired during training and the skills needs of the labour market. We as leaders in education on the Sub-continent have a responsibility to make the right policy choices and set up appropriate institutional arrangements to ensure the match happens. Equally important is the delivery of the content of the training in a variety of innovative ways to reach as many young people as possible.

It is also true that the TVET landscape in Sub-Saharan Africa is characterised by several challenges. A joint report by the African Development Bank (ADB) and the Organisation for Economic Cooperation and Development (OECD) published in 2008 indicate that the informal sector in Africa absorbs about 90 percent of school leavers. This notwithstanding, TVET observers have noted that official TVET provision and financial support generally tend to ignore the importance of the informal sector. The labour market may need to be re-examined or re-defined to reflect the realities of Sub-Saharan Africa.

Similarly, fragmented TVET governance arrangements; inadequate financing; inappropriate training of TVET teachers; limited institutional and personnel capacity, to name a few, continue to plague the TVET space in Africa. African Governments therefore need to scrutinise the national TVET landscape and make the right policy choices, create the necessary frameworks, and provide adequate support to facilitate the growth and development of TVET in order for young people to acquire relevant skills of sufficient quality to enable them lead productive lives. The converse of this will lead to masses of young people without the right skills to secure employment making them vulnerable in the face of myriads of social problems, signs of which are already very visible in the ECOWAS sub-region, which no government should allow to go unchecked.

In addition to the policy challenges in TVET, countries in Sub-Saharan Africa are confronted with curricula challenges. Very often, training curricula are out-dated with minimal sustainable reforms undertaken since independence. Training equipment is out-moded if not obsolete and not in sufficient quantities to meet the needs of the majority of young people. For this reason, there has been a persistent need to re-visit TVET curricula

content and its delivery in the context of the African realities. Our current curricula therefore, need to be re-examined with an eye to making them relevant and accessible to as many young people as possible. The opportunity of modern and new ICT should reduce the difficulty to address access, equity and quality delivery of TVET. E-learning and mobile learning provide new opportunities to fast track the acquisition of TVET skills thus making ODL an important alternative to explore.

A significant number of young people that acquire TVET skills from the informal sector and other non-formal arrangements have difficulties of recognition of qualifications, job classification and right levels of remuneration. Going by the cited AfDB/OECD report, it can be deduced that quite a large number of young people trained through informal or non-formal arrangements are not counted as a part of the official labour market and could be exploited and underpaid which does not lend itself quite easily to mobility of skills.

An important element often neglected in TVET provision, is entrepreneurship education. This component of the education process, among other things, fosters an entrepreneurial spirit underpinned by a culture of self-confidence and self-reliance, critical and creative thinking that enable TVET graduates to detect opportunities and utilise them in concrete ways to lead productive lives.

The current crisis in the ECOWAS sub-region could be viewed as an opportunity in TVET provision for governments to develop responsive TVET policies and robust programmes that will equip TVET graduates not only with practical skills, but also with the right kind of outlook to utilise opportunities around them and create further opportunities for other people.

These and other challenges must be addressed to provide a TVET education that is accessible to a large number of people using quality curriculum that is relevant to labour market and responsive to the realities of the ECOWAS Sub-region. Country strategies or road maps should clearly define:

- What vision for the revitalization of TVET?
- What pertinent actions are required? (objectives)
- How to arrive at or achieve the targets and results earmarked? (actions);
- Who will be responsible? (underlining partnerships and financing including public-private partnership);
- What timeframe?

At the end of this 4-day workshop, I am hopeful that country teams would have accumulated sufficient exposure not only of the Nigerian experience but a range of other experiences that would be shared, to be sufficiently energised to embark on a more aggressive response to salvage the conditions of unskilled youth in the sub-region.

UNESCO-BREDA together with the partners attending this workshop are poised to accompany the process of member states prepared and ready to act with determination and conviction on the outcome of this workshop. I would wish to recommend to the partners here present to consider the creation of an inter-agency task team to support the

ECOWAS Secretariat and member states address this growing crisis in the first instance and which can be replicated to assist all the other RECs since this problem of youth unemployment is not unique to the ECOWAS sub-region. Member states on their part would have to consider working through their training authority or relevant structures to create truly representative technical committees to guide the internal consultations, and roll out of the country initiatives. Let this workshop not pass yet another workshop that brought together different stakeholders to talk about the problem and go away to continue business as usual oblivious of the imminent crisis we may pretend to want to salvage when it would have already reached catastrophic levels. Let us bear in mind that we came together because we are determined to join forces for **ACTION**. It behoves us all then to act **NOW**.

Often times though, the benefits of workshops are undermined by weak follow up actions. I therefore urge you to work hard on the follow up mechanisms, namely the strategies/roadmaps and the network of TVET practitioners and partners.

**Honourable Ministers,  
Dear Colleagues  
Ladies and Gentlemen**

In conclusion, let me underline my optimism that we will have a productive and excellent workshop outcome and believe that in the not too distant future, this event would be seen as a landmark event in the revitalisation of technical and vocational education and training in West Africa. Every great endeavour usually starts with a first step. I therefore invite you all to take this first step together in building the much-needed human capabilities of young people in particular.

The young people of this Sub-region depend on us to effect the changes that would enable them acquire quality and relevant skills sets to secure jobs, improve their conditions of living and develop their communities.

Je souhaite adresser mes vifs remerciements à la Commission de la CEDEAO, le Gouvernement Fédéral du Nigeria, le comité technique de l'atelier ainsi que le Comité Nigérien pour l'enseignement technique pour leur active collaboration dans l'organisation de cet atelier. Mes sincères remerciements également à tous les pays membres de la CEDEAO et à tous nos partenaires pour avoir honoré notre invitation en participant à cet important atelier. Je suis touchée par votre présence qui montre non seulement votre intérêt pour L'ETFP mais également pour le partenariat qui existe entre nos organisations respectives. Je suis convaincue que tous ensemble nous pourrions surmonter tous les défis de l'Éducation.

Merci pour attention.

**Thank you for your attention.**