



Sudan TVET Policy

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1. Abbreviations & Definitions

VTC: vocational training centre

TVET: technical & vocational education and training

SCVTA: Supreme Council for Vocational Training & Apprenticeship

NCTTE: National Council for Technical & Technological Education

CBT: competency – based training

This policy defines technical and vocational education and training (TVET) as being concerned with the acquisition of knowledge and skills for the world of work. Technical education and vocational training are brought together and the term ‘training’ is used frequently to refer to both ‘vocational training’ and ‘technical education’. The value of training is measured by the quality of competencies it produces irrespective of the type of institution in which it occurs. This policy recognizes the acquisition of skill outside formal training systems.

2. Introduction and setting the context for TVET

Until the recent secession of the South, the economy experienced significant growth rates, partly reflecting the high price of global oil and sizable inward investment. However, with the secession of the South the country has now lost 75% of its oil reserves and as a consequence faces a significant number of challenges owing to the lack of resources and the growing population levels. It is against this background that the government has implemented a three year austerity program aimed at cutting expenditure and servicing the country's debt requirements. Under such circumstances it is expected that, during the next couple of years, the economic growth will slow down and a significant proportion of the country will continue to face poverty. The government needs to explore alternative avenues for growth by attracting direct foreign investment and by providing support for agricultural diversification, including incentives to expand cash crop production into new areas and increase live-stock production in the areas of sheep and camels. The country also has a small agricultural processing base and the government has been active in developing industries, including the assembly of small trucks and automobiles. On a positive side the country has one of the most developed infrastructures and telecommunication systems in the region and provided political stability can be maintained there are opportunities for expansion in the tourism sector, the processing and export of gold and the oil refinery sector.

Sudan is gradually becoming part of a regional and global market. It has bilateral agreements with neighbouring countries such as Southern Sudan and Egypt and is a member of COMESA and it also aspires to join WTO. All this has implications on export, import, balance of payment and, most importantly, labour mobility (Sudanese skills needed in the region and migrant workers coming into Sudan).

Understandably, in order to successfully manage the challenging decade ahead, support the diversification of the economy into other sectors and maintain the country's existing infrastructure, it will be important to have the appropriate quality and numbers of technicians and craftspersons. It is equally important that those working in remote areas or the informal economy are also provided with the appropriate skills to work for micro-enterprises, as well as themselves. These issues are at the heart of the country's TVET plan. More specifically the TVET plan provides a framework for facilitating these structural shifts, ensuring that the TVET system responds to changing skill requirements in the economy and a more sustainable mechanism for supporting skills development within the informal economy.

The TVET system can play an important role in providing the human resources to bring about structural reform and facilitate change. However, the challenges facing TVET are many. Throughout the current austerity programme, the budgets are not likely to increase or even maintain their existing levels. Another challenge is the inexorable growth in higher education, which, despite tens of thousands of

unemployed graduates, continues to have popular support. More universities means less money available for TVET. It is clear that the government supports the TVET system, but other demands associated with tackling political stability, over and above expenditure on higher education, are likely to divert the government's resources from TVET. Therefore, over the short-term the reform agenda for TVET must focus upon consolidation and address those areas that require political decisions and administrative rigour, as opposed to systemic reform which involves extensive funds and sector wide changes.

In the same spirit of realism any recommendations must not place any burden on social partners, particularly in relation to resources or the need to comply with new legislation. The private sector in Sudan is at an embryonic stage of development and heavy regulations and additional taxation can seriously hinder growth. Nevertheless, it will be important to change the existing culture in Sudan that assumes TVET is "government business" before social partners can start to engage with the TVET system.

The theme of the TVET policy for the next 5 years will focus upon improvement, consolidation and maintenance of what exists rather than grandiose restructuring and expansion. The country is better off with a small number of well equipped and managed VTCs and colleges targeting needed occupations, than with a multitude of mediocre institutions feeding the unemployment ranks.

Rationale for a TVET policy in Sudan:

Why does Sudan need a new training policy?

The policies and practices of TVET in Sudan are in need of a thorough overhaul. At the present time, TVET in Sudan has no clear, comprehensive and articulated policy statement. Rather, there is a number of separate laws, decrees and practices covering separate aspects of TVET¹. TVET in Sudan is characterized by:

- a. Low levels of coordination resulting in fragmentation and duplication of effort, as evidenced by the creation of two teacher training institutes (and a third one in the planning stage).
- b. Domination of supply forces over demand forces. TVET planning and provision is academia-driven (schools, colleges and training centres) rather than being market driven. This has resulted in a mismatch between labour market needs and skills offered by TVET institutions. Another outcome is the feeling in academia that they do not need to go beyond the walls of colleges and schools to plan TVET.

¹ Vocational Training and Apprenticeship Act, 2001; Regulations of Vocational Training, 2001; Organization of Technical and Technological Education Bill 2009.

- c. Feeble participation on the part of the social partners
- d. Little responsiveness to skill needs for the agricultural sector and the informal economy.

In addition, the government declared that TVET should reach 60% of all education provided in the country. Resources for TVET in Sudan are limited and not likely to increase in the near future. Therefore, it will be vital that resources are utilised in a cost effective manner. Strengthening partnership with employers and workers, improving efficiency in management of TVET provision, enhancing workplace learning and promoting private training provision are the main strategies to this effect supported by this policy.

A rigorous TVET policy document with clear sense of direction will also be an asset to improve productivity and competitiveness in a globalized economy. In addition it can facilitate assistance by international donors.

3. Vision for TVET

Towards a 21st century knowledge society based on a skilled and productive workforce and blessed with high employment and ever diminishing poverty and inequity

4. Mission for TVET

The Sudan TVET system aims at providing the national economy with employable skills to meet labour market needs -in terms both of quality and quantity- at the lowest possible cost. The national TVET system is committed to contribute to poverty alleviation and to the elimination of gender and regional inequities.

5. Target groups for TVET

First Group: Pre employment training

- Young men and women who have completed the first or second cycle of formal education and are preparing for their first employment

Second Group: In-service training & re-training

- Men and women working in the informal or formal sectors (public & private) who want to update, upgrade or change their professions,
- Men and women who lost employment due to radical changes in technology or closing down of economic establishments

Third Group: Social Dimension

- Men and women with disabilities
- People who are disadvantaged in the labour market due to their geographical location (e.g., rural or nomadic people),
- Those who have been displaced and are unemployed (e.g., people from conflict affected areas and demobilised soldiers),
- Older workers who are at a disadvantage due to long unemployment periods
- School dropouts

6. The values and principles underpinning TVET policy

The development of a TVET policy must reflect the values and assumption of the society in which it will operate. These values and assumption must guide the goals and practices of a TVET policy. The following are a selected set of factors that shape the context inside which TVET operates:

- The Sudanese citizen is both the end and means of development. Human resources are the most critical factor in economic activity. The economic power of countries like Japan, which are poor in natural resources, has proven that human resources are more important than natural resources in creating wealth and sustainable economic growth.
- A modern TVET system is based on demand not supply. Labour market, not colleges and VTCs, dictate areas of specialisations, levels of study and number of trainees in TVET
- TVET is not a social refuge for failed students in order to keep them off the streets. TVET is a well-defined instrument of economic development
- Though employment is the main goal of technical and vocational training, TVET does not need to be the end of the road (cul-de-sac) for young people who choose it. Lateral and vertical links to general secondary and tertiary education should remain open to students of all age.
- The social stigma attached to manual and non-white collar occupations is harmful to the nation's economic well-being. Society is expected to combat this phenomenon
- Formal education and training has traditionally served as an instrument of equity and social inclusion in Sudan providing equal opportunities for the rich and poor, rural and urban citizens and to a lesser extent across gender barriers. TVET must redress the imbalances created by past centralization that favoured the State of Khartoum.
- Creating a culture of excellence in performance and standards of Sudan's industrial, agricultural and commercial activities is a leading goal for TVET.
- TVET system management practices need to be relevant, effective, efficient and equitable. A rigorous management always seeks the highest results at the lowest cost.
- Training does not create employment but contributes to employability if the skills provided match market needs.
- TVET should include self-employment skills in its training programmes since the modern sector's labour market absorption capacity is limited.

- TVET in Sudan should be guided and inspired by the Sudan's National 25 Year Strategic Plan, the U N Millennium Development Goals and the ILO's Decent Work Agenda and Recommendations such as R 195 (2004)

The TVET Policy covers a number of priority areas which are underpinned by the principles of efficiency, effectiveness, relevance and equity.

Definitions of efficiency, effectiveness, relevance and equity

- *Efficiency*- A good policy ensures the maximization of the utilisation of human and financial resources: highest results through least spending. The efficiency criterion answers questions, such as: Could we have saved taxpayers money by trying other training strategies or reducing duration of study or accepting more students per classroom? At a time of budget deficits and demand that exceeds supply; being efficient helps us avoid waste.
- *Effectiveness*- A good policy achieves the goals it was meant to achieve: did the adoption of competency-based curriculum give better results in terms of workers skills? Does training cover our industrial and agricultural priorities?
- *Relevance & impact*- A good policy has an impact beyond the TVET system: Are employers satisfied with graduates? Is TVET relevant to national economy? Is there a reduction in the national unemployment rate? Is there a rise in productivity or well being?
- *Equity*- A good policy ensures social inclusion and poverty reduction by giving equal access to all citizens irrespective of gender, ethnic background or financial means. Geographic proximity to the centre of political power should not be an advantage. Nor should living in a remote rural area restrict access to TVET.

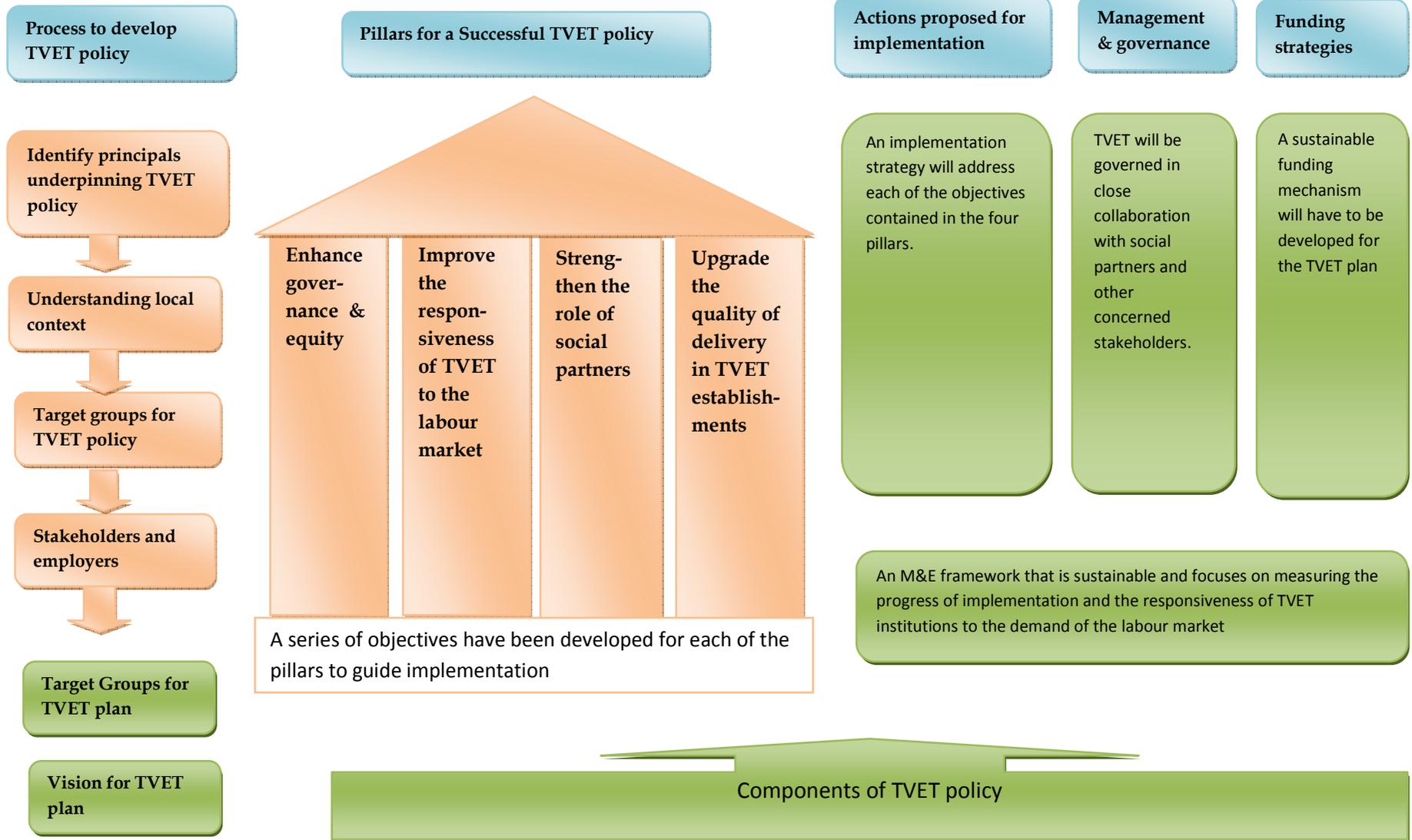
7. Priority Areas for Reforming the TVET system

Given the current context of austerity it is important to focus more on those areas of reform that require political decisions and administrative rigor and less on areas needing substantial expenditure.

Figure 1 provides an overview of the framework guiding the TVET policy. The left hand side of the diagram shows the process involved in developing the TVET policy. The first stage of this process focuses upon understanding the context surrounding TVET, including: the constraints identified earlier. The second stage turns to what lessons can be learnt from the international best practice and those within Sudan, and correspondingly the principals underpinning implementation. Equally significant is the role played by the stakeholders and their validation of the policy (stage 3). Together, stages 1, 2 and 3 provides the basis for putting together the vision and helping to identify the target groups for the policy, as well as the priority areas for reform (these are called pillars). Besides the vision and pillars, the policy framework for TVET also tackles the management and governance structures, how this will be funded, the possible risks, as well as the implementation strategies. These issues are discussed in more depth below.

A total of 4 pillars were identified. Each of the pillars provide an indication of what different components of the TVET system could look like and also provide guidance on what reform needs to take place and in what specific areas. The recommended policy decisions are summarised in 'boxes' at the end of each pillar. The text under each pillar contains explanations and analyses that led to the policy decisions.

Figure 1: The Policy Framework for TVET in Sudan



Pillar 1 – Enhance governance and equity of TVET

1.1 Improved coordination for TVET :

In the best of times and in richer countries, coordination and avoidance of duplication add up to good governance. It goes without saying, therefore, that streamlining is indispensable for Sudan. The less wealthy the country, the greater the need for coordination (and prevention of duplication and waste).

Improved coordination and management of the TVET system in Sudan (at national level) is expected to guarantee a unified vision, clear direction for TVET reform and development and optimize the allocation of the meagre resources earmarked for technical and vocational training

Pillar 1 calls for the creation of a tripartite TVET coordination committee under the Minister of Human Resource Development and Labour, composed of representatives of government, employers and workers. Social partners (employers and workers) will have substantial representation in this body.

The tripartite TVET coordination committee will be:

- a. Advising on policy for human resources training and development to meet national economy and labour market demands.
- b. Advising on creating or reforming structures responsible for TVET planning and implementation. Approving the individual missions of these units so as to ensure lean and effective management.
- c. Ensuring that the objectives of training programmes (curricula) are in line with national needs.
- d. Reviewing and approving standards for qualifications, occupations, certification and accreditation in close collaboration with existing standards committees
- e. Reviewing and approving standards for teaching and management
- f. Encouraging innovation in TVET planning and delivery through research and comparative studies
- g. Coordinating with state governments over TVET ensuring unity of purpose, efficiency and reducing wasteful duplication of effort
- h. Reviewing the budgets of councils responsible for TVET
- i. Establishing and maintaining relations with similar bodies in other countries and with international donors

In order to fulfil its functions, the TVET coordination committee can create working groups/ subcommittees for specific tasks, such as the setting of occupational standards.

The following agencies will form part of the TVET coordination committee:

- Supreme Council for Vocational Training & Apprenticeship (SCVTA).
- National Council for Technical & Technological Education (NCTTE)..
- If viewed favourably, other public training agencies responsible for upgrading public service employees can join TVET coordination committee

A tripartite TVET coordination committee is likely to make TVET more responsive to market needs (relevance), harmonize policy and reduce duplication and waste (efficiency), favour more powerful decisions (effectiveness) and take into account the important issues of equity and marginalised regions.

1.2 Protection of assets:

The process of institutional reform needs to be supported by the appropriate legislation, particularly in relation to ensuring that vocational training centres (VTCs), technical schools and colleges maintain their desired functions. In the past, a number of VTCs and secondary technical schools have been taken over by higher education institutions (and other government agencies). The loss is twofold. Not only did TVET end up with fewer assets but some of the facilities (such as workshops) remain empty. This practice raises the cost of TVET provision and lowers its efficiency. A Presidential Decree or law from the National Assembly needs to put an end to this practice.

1.3 Decentralisation:

Another equally important reform that will help provision become more responsive and cost effective, is devolved decision making processes for TVET to local levels. For instance, when the federal system was launched, a number of central government responsibilities, including TVET, were devolved to the states. However, this decentralization was not matched by an equitable sharing of national revenue (from direct or indirect taxation, income from public enterprises ...etc).

The State of Khartoum has more educational and training facilities than warranted by its relative size. For instance, out of 11 VTCs in Sudan, 9 are in the State of Khartoum. A similar statistic can be found in the distribution of craft schools, technical schools and technical colleges (25 out of 67 in Khartoum).

The federal government should redress the imbalance by providing technical support to TVET in the weaker states in the form of standards, curricula, books and teacher training. States other than Khartoum should be given priority when deciding the location of new technical schools and VTCs.

It is noteworthy to mention that many TVET officials suggest that TVET should become a federal matter in view of the extra burden it adds to state budgets and responsibilities.

1.4 Equity:

TVET provision is concentrated in the State of Khartoum. This unequal distribution of educational resources and facilities has led, on the one hand to rural students immigrating to Khartoum in search of work and education, and on the other hand to regional resentments. Any future decision for investment in TVET needs to take into account equity and those areas that lack facilities. This will help improve outreach and balance regional disparities.

In addition, student hostels have long been a historic feature of Sudanese education. Since schools, technical colleges and VTCs are placed in cities, hostels can provide rural students equal access to education and training. Reviving student hostels will promote equity and social inclusion in TVET delivery.

Policy Objectives for Pillar 1 :

- Policy coordination and harmonization will be achieved by creating a tripartite umbrella body for agencies responsible for TVET
- Legislation to protect TVET assets from takeover will be drafted
- Location of future training establishments will respect geographical distribution. Federal Government will make direct investment to ensure equity, favour marginalized regions and enhance the capacity of the states to implement TVET

Pillar 2 – Improve the responsiveness of TVET to the labour market

2.1 Creation of a labour market observatory:

Labour market observatories are part of the government information toolkit for the benefit of employment policy, early identification of skill needs and the economy at large. The TVET system can benefit from the quantitative and qualitative data produced by the observatory. This allows the government to adjust training programmes on offer by TVET providers as a result of new facts and analyses. The observatory can be based on the Eastern European models of recent years. Technical support from international agencies, such as the ILO, is critical to this project.

2.2 Occupational standards:

The success of any TVET system will depend on the strength of its linkages with the labour market. A first step in improving such linkages is through the creation of a national system of occupational standards, reflecting the types and levels of skills

and competencies required in the workplace. Employers need to play a leading role in developing occupational standards.

The creation of a comprehensive system of occupational standards can be a long and costly exercise. However, ILO's International Standard Classification of Occupations (ISCO) and the Arab Standard Classification of Occupations (ASCO) can be a useful reference in this exercise.

Once a national occupation standards system is in place, the mission and terms of reference of the VTCs, technical schools and technical colleges must be reviewed to ensure that their goals are in line with national skill requirements. A national occupation standards scheme will ensure both effectiveness and relevance of TVET.

2.3 Development of relevant and effective curricula:

A sound and relevant curriculum is based on occupational standards. The latter is translated into competencies that form the objectives of a training programme. TVET institutions will be required to deliver training based on the new occupational standards and assessment techniques.

TVET must avoid narrow specialisation at pre-employment level. Examples of narrow specialisations include automobile electricity, tax accountancy, dairy production ...etc. Students at that stage, unsure of the nature of employment they may find, need to be equipped with a broader range of abilities to permit entry to a variety of jobs within an occupation. After securing a job, the 'student' can polish skills and upgrade knowledge in a specific area.

In addition to job-specific skills, TVET curricula need to cover a range of 'core competencies'. These are generic abilities not linked to any particular job but indispensable for productive performance. They may include computer skills, languages, measuring, team work, time management, report writing ...etc.

2.4 Certification & accreditation:

An appropriate system of testing, accreditation and certification will go hand in hand with occupational standards. The NCHRD would oversee the system, appoint working groups to develop and revise standards and approve them. The active role of social partners is paramount to ensure quality and relevance of standards and their labour market recognition.

2.5 Self employment & entrepreneurship:

The current state of the national economy and the rate of population growth, have resulted in a widening gap between available jobs and young job seekers. Given the diminishing capacity of the formal sector (public and private) to provide employment to graduates of TVET, self employment is becoming a viable option for young people. It is important to point out that the success as an entrepreneur does not

depend solely on talent and potential. There is a fair degree of knowledge and skill in business management that need to be acquired. TVET must provide these competencies to help launch these future entrepreneurs.

2.6 Expanding the target population of TVET:

Traditionally, TVET in Sudan has limited its coverage to young school leavers training for their first employment. That is a small slice of a complex labour market. A vast training market exists beyond the first job seekers. The mission of TVET institutions of all levels needs to extend to cover upgrading and re-training employed adults (in-service), lifelong learning and catering for older unemployed persons. TVET providers need to take a leading role in mitigating poverty and reintegrating marginalized people such as street children and internally displaced groups. A more flexible management approach, more flexible entrance requirements and flexible timetables will help achieve this.

2.7 Enlarging the coverage of TVET:

TVET needs to expand beyond the traditional domains to cover most (if not all) economic sectors in the country. In particular, the agricultural sector merits re-examining and prioritizing since agriculture remains the leading economic activity of the country employing over 50% of Sudanese workforce.

Policy Objectives for Pillar 2

- *A labour market observatory is to be established*
- *A national system of Occupational Standards will be embarked upon*
- *A national system of testing, accreditation and certification will be initiated*
- *An integrated curricula system based on occupational standards and job competencies will be adopted at all levels of TVET*
- *Entrepreneurship and self-employment will become a major objective of training at all levels.*
- *Expand the target population of TVET*
- *Enlarge the domain of TVET to cover most economic sectors*

Pillar 3 – Strengthen the role of the social partners

A key component of any successful TVET system is the engagement of social partners. They can play a critical role in improving decision making processes for TVET and helping provision to become more responsive to the labour market, as well as improving the legitimacy of TVET. Equally significant is building the capacity of SMEs and entrepreneurs.

3.1 Raising the awareness, providing consultancy & building the capacity of employers and workers unions:

As a first step, TVET councils should reach out to social partners and encourage them to participate actively in TVET decisions. This includes nominating representatives of workers and employers to sit on various boards and committees, attending meetings and contributing ideas.

The federal government should also organize training programmes aimed at awareness raising and facilitate overseas study visits of Sudanese labour and employers leaders to witness first-hand the extent to which the social partners are involved in TVET in other countries. Programmes aiming at heightening managerial capacity of the officers of worker and employer associations should receive government support.

In order for the social partners to fully participate in TVET functions, they need to set up internal advisory structures such as the “sectoral technical councils” that can participate in debate and guide their inputs in setting occupational standards, designing curricula and establishing certification criteria. These sectoral technical councils can be created alongside the five specialised chambers of the employers federation.

3.2 Workplace learning:

Workplaces are powerful learning spaces. Lessons from many countries in particular Germany and its neighbours point to the success of workplace learning vis-a-vis institutional learning. Re-creating work atmosphere and duplicating the equipment is a costly exercise that has pushed the budget of VTCs and technical schools to at least 3 times that of an academic school. Therefore, expanding institution-based TVET to other economic sectors and increasing the number of students (declared policy in Sudan: raising TVET to 60% of education), might add up to budget figures that are out of reach.

By creating the right mix of incentives (such as tax breaks) and deterrents (levies on companies that do not train) and cultivating relations with local industries, farms and enterprises, the bulk of practical training can be gradually shifted to the workplace. VTCs, schools and colleges will be able to scale down practical training activities and focus on those skills that are more effectively acquired in a training centre than at the workplace. Apart from lightening the burden on TVET providers and the public treasury, this strategy has the added advantage of making training more realistic and relevant and briefing the young on organisational culture and the rules of the labour market. Also, workplace learning allows for keeping up with technological advances. This also increases employment opportunities: it has been recorded that a sizable percentage of apprentices in many countries end up being hired by their host organisations.

Networking with local industry, agriculture, services and commerce can pay dividends to both employers and TVET providers. TVET providers can find a venue for hands- on training for their students and recruit experienced part-time trainers

from industry. Industry can utilise TVET providers to conduct tailor-made, in-service upgrading programmes for their employees.

3.3 Employer in-service training:

In-service training in Sudan, still at its infancy, needs to be encouraged. In-service training is mostly non-formal and may take long times. However, it is cost effective and there is no problem of mismatch between skills learned and job requirement. Enterprises are the conduit of most technological innovation entering developing countries and enterprise training thus adds to modernizing skill and knowledge.

Government-employer partnerships are needed to promote in-service training and create a conducive environment for investment in continuing training to happen. TVET providers should play an enhanced role in offering short and tailor-made courses and provide inputs in subjects such as technology, mathematics, science, management.

3.4 Private provision of training:

Private provision of training can be expanded by creating a favourable policy environment. This involves streamlining the regulations regarding the establishment, accreditation and administration of private training centres, and providing counselling services to this effect.

Government can offer free land or even financial assistance for private colleges, schools and VTCs and use this conditional tool to direct private offering to priority skill area or marginalized regions. In some cases it may be more economic for government to pay tuition on behalf of students rather than open a new TVET provider. Increasing the involvement of the private sector could lift a burden from the back of the public treasury and raise the overall efficiency of TVET provision. Preoccupations about standards can be put to rest through initial accreditation (which can be withdrawn or confirmed periodically), inspection and certification of graduates.

Policy Objectives of Pillar 3

- *Role of social partners in TVET policy, planning, standards and curricula will be reinforced*
- *Workplace training will be encouraged and can partially substitute school based learning*
- *Employer in-service training will be advanced*
- *Private sector provision of TVET will be facilitated and encouraged*

Pillar 4 – Upgrade the quality of delivery in TVET establishments

4.1 Standards for trainers and managers:

An important element of TVET reform concerns the capacity of those working within the system. The competency of managers and instructors working in the TVET system is essential for improved service delivery.

TVET establishments are in need of a new management culture that emphasizes full delegation of authority, strategic thinking, result-based methods and cost / benefit analysis.

Similarly, instructors must have updated technical skills, pedagogical qualifications and knowledge of what changes are occurring in the workplace. It is equally important that institutions have adequate equipment and learning materials.

Currently, the recruitment of staff at TVET institutions, particularly instructors, is based on their academic qualifications and ignores their industrial experience or practical competence. Moreover, the artificial distinction between ‘theory’ teachers and ‘practical trainers’ has led to poor instruction and a low regard of practical work in the eyes of students. This situation should be reversed and recruitment (and promotion) should be based on ability to do the job. In the case of the trainer, this should cover competence in classroom teaching as well as practical application (workshops, in case of engineering specialisations).

Over the medium term trainers, including degree holders, will be required to obtain a ‘*national standard teaching certificate*’ based on a national examination. A trainer at TVET will not be certified until she/ he has acquired the minimum competencies, practical and theoretical, performed at very high standards. Many of these competencies can only be obtained through practical or on-the-job experience.

For staff already in employment continuing training will be offered to close skills gaps.

4.2 Strengthening core skills and overcoming the attitude gap:

In addition to technical competencies, it will be important that the TVET systems ensure that learners develop the appropriate attitudes, particularly those around commitment, honesty, completing assignments, punctuality, quest for excellence and pride in one’s achievement. In addition, TVET providers will increasingly incorporate teaching methodologies and content that encourages acquisition of core skills, including team-work, communication skills, and problem-solving skills.

4.3 Learning support material and equipment:

Another important element of capacity relates to whether the TVET institutions have the appropriate learning materials and equipment to support effective learning. Moving towards workplace learning will help reduce the cost of specialized

equipment. Offering learning material on the internet instead of through printed textbooks will facilitate access, reduce printing and transport costs and avoid delays.

Policy Objectives for Pillar 4

- *Minimum standards for human resources (managers, trainers, ...etc.) to be employed in TVET will be defined and a clear training and upgrading strategy outlined*
- *Ensuring that graduates of the TVET system develop the appropriate attitudes required in the workplace*
- *Training support documents (such as textbooks, job instruction sheets...etc.) will be net-based*

8. Funding strategies for implementing the TVET policy

A long term TVET financing strategy must be based on the eventuality that school-based practical training is not sustainable. A viable financial strategy calls for shifting more skill acquisition to the workplace in partnership with enterprises. This will help ensure that training provision is sustainable and more equitable over the long term.

The first of these issues concerns the fees charged for pre-employment students and for learners who are already employed. Another issue relates to the need for TVET institutions to start generating their own income. TVET students attending pre-employment secondary level TVET will not be required to pay tuition fees. In fact more incentives are needed to attract and retain students in TVET such as student hostels or free meals.

In contrast, students at technical colleges will be charged moderate tuition fees (at about 30% of state university tuition fees). Cost of in-service training for workers attending upgrading and updating programmes at TVET establishments will be met by the trainees and their employers. It is reasonable for TVET establishments to sell training services to companies and government agencies for a fee. Unlike individual, yet-to-be-employed students, entities can afford to pay a fair market price for such services. Salaried employees too are in a better position than young unemployed students to meet the cost of upgrading courses that may lead to promotion or increase in income.

A closely related issue is that TVET establishment will be encouraged to recover cost. Public schools, VTCs and colleges are usually given spacious facilities. Some of that space can be rented out. TVET establishments have vast technical capacities that can be exploited commercially in the form of training services sold to the local community. Appropriate mechanisms and legislation will be put in place to permit establishments to retain the income generated instead of crediting it to the public treasury as required at present. To ensure the proper use of funds, the financial transactions will be subject to scrutiny by the proper public auditors.

9. Monitoring and evaluation arrangements

Given the problem of resource constraints there is no point developing a comprehensive monitoring and evaluation framework that cannot be implemented and so is not sustainable over the longer term. Nevertheless, it is equally important that a simple framework is developed to help provide some ways of measuring the progress of the TVET policy.

In this respect it is necessary to develop an implementation strategy for the TVET policy and to identify a number of measurable indicators. The data required for each of these indicators should be relatively easy to collect and will provide an indication of how successfully the TVET policy is being implemented. Most of the information will be qualitative and it will provide an indication of where intervention may be required to ensure pre-defined targets are met or existing ones revised in the light of changes.

It will be equally important to understand the extent to which learning programmes are responding to the changing demands in the labour market. This should be the responsibility of TVET institutions themselves and involve the implementation of tracer studies. These would measure the relevance and effectiveness of the training programmes and feed the findings into the state and federal authority's databases. Its ultimate use is to modify the curricula and continuously align them to labour market needs. It is the responsibility of the VTC, school or college to conduct its own follow-up based on guidelines (and training) provided by headquarters. The headquarters office will bring together the various data to make conclusions about the national TVET picture.

10. Risks for implementing the TVET strategy and mitigation strategies

There are a number of risks associated with the implementation of the TVET policy. Many of these risks depend on the external environment and it is important to identify the nature of such risks and also how they might be mitigated.

| Risks | Mitigation strategies |
|---|--|
| Lack of sustainable funding mechanism for TVET | <ul style="list-style-type: none"> • Strategies for income generation must be implemented at the institutional level • Stakeholders must be encouraged to support TVET and where possible engage in actual delivery of skills (e.g., workplace learning) • Over the short term donors must play an increasingly important role in supporting the short fall |
| Those entering the TVET system lack the basic foundation to acquire new knowledge and skills | <ul style="list-style-type: none"> • This will depend on raising the minimum standards of the first 8 years of basic education • Improved links between the education and TVET system can support this process |
| Adequate pay and conditions to attract and retain qualified people into the TVET system, particularly instructors, do not exist | <ul style="list-style-type: none"> • The Civil Service Commission and Ministry of Finance can enhance the status of TVET by introducing favourable employment conditions that attracts skilled people away from private sector into technical schools and VTCs as instructors. |
| Lack of labour market information to make more informed decisions | <ul style="list-style-type: none"> • The Ministry of Labour should create "labour market observatories" to prepare and analyse labour market information to help identify national skill needs |
| Continuing allocation of resources to an expanding higher education and reluctance of young people to choose technical education and skill training | <ul style="list-style-type: none"> • Reform of general education (esp. Higher education) • National radio and TV and the media can render more positive attitudes to TVET amongst young people • The Civil Service Commission and Ministry of Finance can enhance the status of TVET by introducing favourable employment conditions that encourages school leavers to join technical schools and VTCs. |
| There is a lack of understanding amongst employers about the TVET system | <ul style="list-style-type: none"> • National radio and TV and the media can render more positive attitudes to TVET amongst employers • Training and awareness programmes |