

State of **SKILLS**

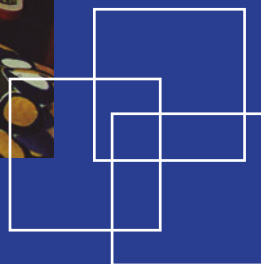


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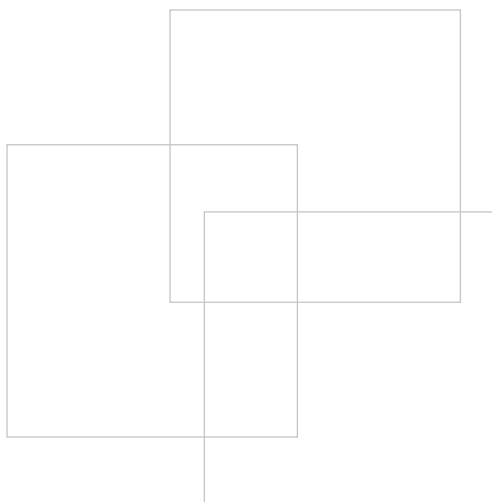


Gambia



State of

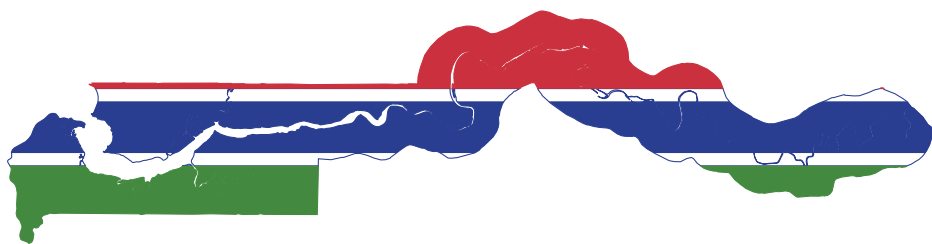
SKILLS



Gambia

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The socio-economic context

The Gambia's small economy largely relies on remittances, tourism and agriculture.

The country is very vulnerable to weather conditions and external shocks, as was evident in 2016, when the regional Ebola outbreak and erratic rainfalls drastically reduced tourist numbers and agricultural output, causing severe economic damage. In December of the same year, a political crisis additionally undermined growth. Since then, the Gambia has been recovering, both economically and politically. In 2018, GDP grew at a rate of 6.6 per cent per annum, mainly driven by agriculture and services. Between 2017 and 2018, the number of tourist arrivals increased by 26 per cent (World Bank, 2019). The overall budget deficit decreased from 9.7 per cent of GDP in 2016 to 3.9 per cent in 2017 (AfDB, 2017).

However, recent growth has not resulted in substantial employment gains.

Between 2015 and 2019, the employment rate of the population aged 15 and above remained at approximately 54 per cent. Unemployment decreased by less than one percentage point over the same period, from 9.5 per cent in 2015 to 8.9 per cent in 2019, and remained significantly higher for women (12 per cent) than for men (6.4 per cent) (World Bank, 2019). In 2017, the tourism sector generated slightly fewer jobs than in the years preceding the 2016 economic downturn (WTTC, 2018).

In addition, the quality of employment remains low.

Currently, 72 per cent of the employed are in vulnerable employment, as contributing family workers or own-account workers. Around 8 per cent of the working population live below the international poverty line of US\$ 1.90 per day in PPP despite of being employed. Underemployment stood at 44 per cent in 2012 (ILOSTAT, 2019). In the same year, the vast majority of non-agricultural workers, 68 per cent, were employed in the informal sector (World Bank, 2019).

Overall, the Gambia is slowly transforming from an agrarian economy into one driven by industry and services.

Between 1998 and 2017, unlike for almost all other countries in Sub-Saharan Africa, the contribution of the service sector to GDP decreased – from 65 per cent to 57 per cent. During the same period, the contribution of industry fluctuated between 16 per cent and 12 per cent. The agricultural sector remained an important pillar of the economy, contributing 23 per cent of GDP in 2017. The services sector currently accounts for 54 per cent of employment, and around one-third of the working population are employed in agriculture. Only 16 per cent of the labour force work in industry (World Bank, 2019).

Poverty remains a key challenge in the country.

According to the latest poverty statistics, the proportion of the population living below the national poverty line remained at approximately 48 per cent between 2010 and 2015 Gambia Bureau of Statistics (GBS) 2017. However, because the total population grew from 1.79 to 2.09 million over the same period, poverty did increase in absolute terms. The rural population is more severely affected by this trend, with 69.6 per cent of the rural population living in poverty in 2015, compared with 31.6 per cent in urban areas. In addition, a considerably higher proportion of rural residents live in extreme poverty (35.9 per cent versus 8.4 per cent in urban areas in 2015) (World Bank, 2019).

Rapid population growth, fuelled by high fertility, presents a barrier to reducing poverty.

In 2018, 44 per cent of Gambians were younger than 15, while only 53 per cent of the population were of working age (15–64). This leads to a young-age dependency ratio of 83 per cent, meaning that the working-age population has to provide for a large proportion of economically inactive youth. This is the result of rapid population growth (2.9 per cent in 2018), driven by continuously high fertility (5.2 births per woman in 2017) and a high prevalence of adolescent childbearing (42 births per 1,000 women aged 15–19) (World Bank, 2019).

The Gambia's population is, on average, poorly skilled.

The literacy rate for adults (aged 15 and above) is low, at only 51 per cent in 2015, and the gender gap in literacy is sizeable, with 42 per cent of women versus 62 per cent of men being literate in 2015 (World Bank, 2019). A low skill level is also indicated by low educational attainment among the population. In 2018, 37.2 per cent of women aged 15–49 had received no education and 16.4 per cent had attained only primary education. Among men aged 15–49, the shares were 25.8 per cent and 16.4 per cent, respectively (GBS, 2019).

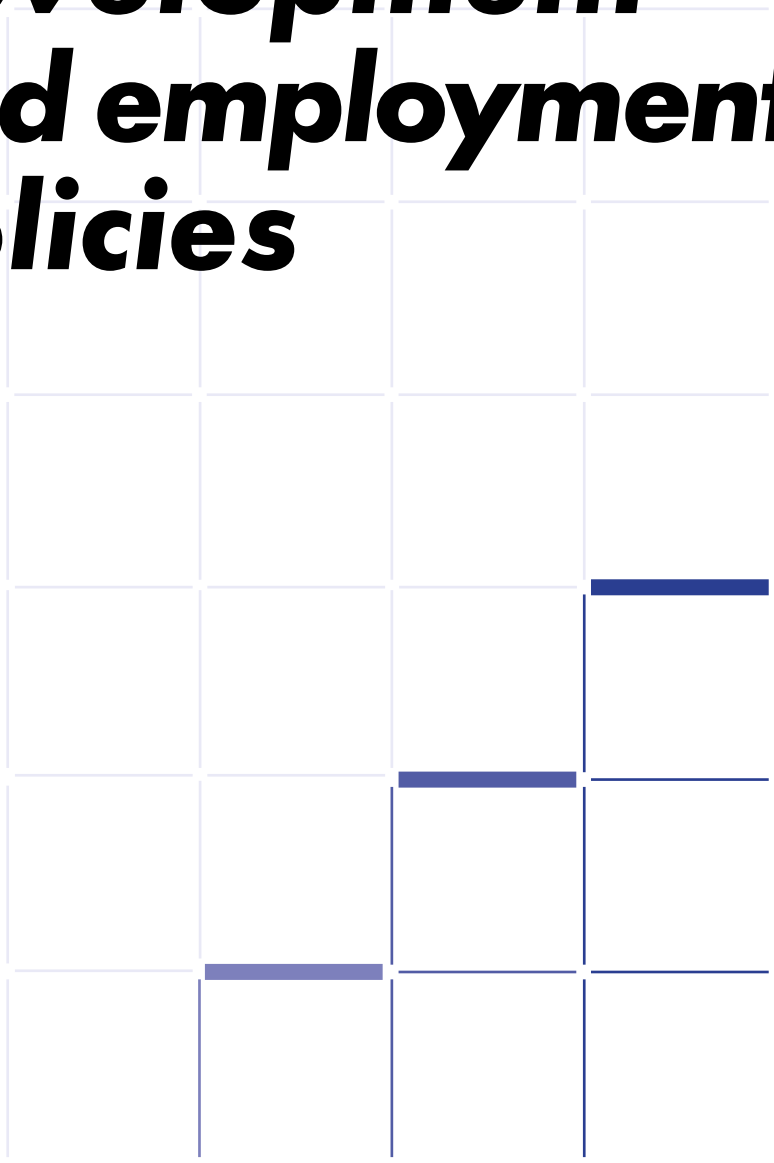
While educational enrolment has increased over the past decade, improving the quality of education remains a challenge.

Between 2010 and 2018, the net enrolment rate at primary level – measured as the share of boys and girls of primary-school age who actually attended primary school – increased from 63 per cent to 76 per cent (UNESCO, 2019). In 2018, the net enrolment rates for lower and upper secondary education stood at 44 per cent and 31 per cent, respectively (GBS, 2019). Furthermore, learning outcomes are poor. At the primary level, only 10 per cent of children demonstrate solid reading skills and only 8 per cent have sufficient numeracy skills. At the lower secondary level, the shares are 60 per cent and 35 per cent, respectively (GBS, 2019).

Youth in the Gambia are underskilled and at a higher risk of unemployment.

In 2015, approximately one-third of young people (aged 15–24) were illiterate. Youth face a higher unemployment risk, with an unemployment rate at 12.3 per cent in 2019 (World Bank, 2019). The latest available data from the ILO's Labour Force Survey show that a considerable proportion of youth are not in education, employment or training: 34 per cent in 2012 (ILOSTAT, 2019).

Development and employment policies



In 2018, the new Government launched The Gambia National Development Plan (2018–2021) (NDP), setting out its own strategy to “deliver good governance and accountability, social cohesion, and national reconciliation and a revitalized and transformed economy for the wellbeing of all Gambians” (Republic of the Gambia, 2018). The new NDP sets out to improve the social and economic situation in the Gambia by focusing on eight strategic priorities. Among those, youth empowerment and the improvement of the education system are central to reaching the country’s development goals.

Improving education is one of the eight strategic priorities of the NDP. Technical and vocational education and training (TVET) is a key policy area in this regard. Specifically, the NDP’s aims include:

- reviewing curricula across all levels of TVET and introducing pre-vocational programmes in order to improve the quality and labour market relevance of TVET;
- promoting an information management system for the effective management of the TVET sector and promotion of evidence-based policies;
- establishing TVET centres across the country, with at least one major centre in each administrative region, and in-village skills centres to serve as feeders into these major centres;
- addressing the limited number of teachers of science, technology, engineering and mathematics (STEM) subjects and TVET through teacher training reforms;
- promoting and advocating for the inclusion of apprenticeship programmes in the TVET system; and
- connecting educational institutions with labour market information systems and building strong partnerships with employers to ensure that the TVET training offer responds to labour market needs.

“All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realisation of that right (...) secondary education, including technical and vocational education, shall be made generally available and accessible to all by every appropriate means, and in particular, by the progressive introduction of free education.”



– Constitution of the Republic of the Gambia

Article 30

The skills system in Gambia

(© ILO)



TVET reform policies

The importance of TVET for increasing the employability of the Gambia's youth is emphasized in a number of strategic plans and policy documents. The Education Sector Policy 2016–2030 – the first sector-wide policy framework developed by the Ministry of Higher Education, Research, Science and Technology (MoHERST) and the Ministry of Basic and Secondary Education (MoBSE) – states that: (a) TVET should be strengthened, expanded and diversified; (b) the quality and labour market relevance of training should be improved; and (c) the private sector should be involved in the provision and financing of training, especially in rural regions. In addition, the Revised National Youth Policy recommends that TVET should be aimed at “increasing the overall employability of youth trainees rather than training them for narrow occupational categories” (page 29). Finally, the National Tertiary and Higher Education Policy 2014–2023 aims at improving access to TVET nationwide and recommends the establishment of skill centres in each of the regions of the Gambia.

Governance

The Gambia's TVET system is mainly governed by the National Accreditation and Quality Assurance Authority (NAQAA) Act of 2015, which repealed and replaced the National Training Authority (NTA) Act. The 2015 legislation covers TVET as well as tertiary and higher education. Its major objective is to standardize and harmonize educational provision at post-secondary level, by ensuring that programmes meet labour market requirements and national quality standards. To that end, the Act seeks to strengthen quality assurance, accreditation and monitoring processes, among others. The Act established the NAQAA, which has a broader mandate than the NTA which it replaced. Currently, the NAQAA is the backbone of the TVET system, providing the institutional framework for vocational skills development.

Despite governmental efforts to streamline governance processes, however, the steering of TVET in the Gambia remains fragmented. Several institutions are involved and collaboration between them is challenging. The NAQAA governs TVET at post-secondary level and operates under the umbrella of MoHERST. It is mandated with ensuring the quality of TVET provision by all public and private training institutions, such as the University of the Gambia, the Gambia Public Procurement Institute (GPPI) and the Gambia Technical Training Institute (GTTI).

The NAQAA's main responsibilities include (ITC, 2018):

- quality assurance and accreditation of all tertiary and higher education institutions and programmes;
- registration of education and training providers, trainers and assessors, in line with the National Qualifications Framework;
- coordination of internships and apprenticeships;
- conduction of training needs assessments and educational research to inform policy and ensure fast readjustment of the TVET system to economic needs; and
- engagement in curriculum development to ensure a smooth transition between pre-vocational, vocational and technical education and training.

TVET at the secondary education level is governed by MoBSE, while the Ministry of Trade, Industry and Employment (MoTIE) is mandated to ensure that vocational qualifications meet the private sector's needs and interests (ITC, 2018). Recently, MoHERST established a new TVET unit; however, it is still unclear what role this will play and whether it may contribute to the streamlining of governance processes.

Social dialogue

The TVET legislation provides several means to support social dialogue and the participation of key stakeholders in steering TVET. In the NAQAA, the Governing Council includes representatives of the private sector as well as the chief executive officer of the Gambia Chamber of Commerce and Industry (GCCI), together with the permanent secretaries of MoHERST, MoBSE and MoTIE, among others. The private sector counsellors, the GCCI and MoTIE represent the interests of employers and the business community. However, the Council is clearly dominated by government representatives, and labour unions are not included (UNESCO-UNEVOC, 2015).

Employers are more strongly involved in the quality assurance process, and in the setting of quality standards for vocational qualifications in particular. The Gambia Skills Qualification Framework formally defines their role. It stipulates that all relevant stakeholders within an economic field, including employers from large- and small-scale enterprises and trade unions, should be invited to form working groups tasked with framing occupational standards for their field. Occupational standards should guide the development of curricula and TVET programmes. However, the design of curriculum content is solely a responsibility of the TVET institutions (UNESCO-UNEVOC, 2015; NTA, 2006).

In addition to the formal channels for social dialogue, informal cooperation between TVET providers and the private sector is common. This is shown by the results of a 2018 survey of 25 public and private TVET providers. According to the survey, all but one of the participating TVET institutions reported having interacted with local enterprises to get professional expertise on the design of internships and curricula, among other things (ITC, 2018).

Financing

The Gambian public TVET sector is funded by the Government through an annual subvention mechanism based on company revenues which may vary strongly depending on the economic performance of the economy. Private TVET providers largely rely on tuition fees and donor funding. There are no data on the level of government spending on TVET. However, the overall low level of public expenditure on education suggests there are financial pressures. In 2016, the Gambia spent only 2.1 per cent of GDP on education, a share which is lower than in other countries in West Africa, such as Sierra Leone (3.1 per cent), Senegal (5.1 per cent) or Burkina Faso (4.2 per cent in 2015). In addition, there is a clear emphasis on primary education, with 55 per cent of public education spending allocated to primary education (World Bank, 2019). This shows that TVET funding may be crowded out by other expenditure priorities.

In order to increase TVET funding, the Government has proposed to involve employers in the financing of training, as set out in the current Education Sector Policy Framework. This has been attempted in the past, when companies were required to pay a training levy of 0.25 per cent of their gross annual revenue. The training levy was introduced in 2007 but was abolished in the same year, due to the pressure of general disapproval by the private sector. In particular, enterprises claimed that the levy would burden businesses and scare off investors (World Bank, 2011).

Skills anticipation

The policy goals of the current NDP include the development of labour market and TVET information systems. The need for labour market information (LMI) on which to base skills investments and TVET strategies was recognized early on, in the NTA Act of 2002. Accordingly, the Labour Market Information Unit of the NTA, the predecessor of the NAQAA, conducted a first enterprise survey in 2007 to identify skills shortages and training needs in different economic sectors (World Bank, 2011). However, such projects have been rare. As a result, a number of policy performance reviews and strategic plans have highlighted limited LMI as being a key challenge to providing labour market relevant skills (UNDP, 2014).

Currently, the NAQAA is responsible for assessing and disseminating information on training needs. A new bureau for providing quantitative and qualitative information related to employment in the Gambia – the Gambian Labour Market Information System (GLMIS) – has also been established. The GLMIS's scope is broader than that of the NAQAA as it covers information on industrial relations, labour law, occupational safety and health. The GLMIS is under the jurisdiction of MoTIE, and its governing committee includes representatives from MoBSE, the NAQAA and the Ministry of Youth and Sports (MoYS). However, the GLMIS faces many challenges in fulfilling its mandate. Limited financial and human resources restrict its ability to conduct surveys, and inadequate cooperation and collaboration with partner institutions makes the exchange and dissemination of data difficult (Jah and Darboe, 2016).



Skills development

Improving delivery and assessment of training

Compulsory education in the Gambia consists of a lower basic sector, which provides six years of primary schooling, and an upper basic sector, which provides three years of secondary education. Upon completion of lower and upper basic education, students can proceed to the senior secondary level, which generally takes three years to complete, and from there they can enter tertiary education (UNESCO-UNEVOC, 2015).



TVET starts at the upper basic level, in the form of more specialized, vocationally oriented school subjects, such as agricultural science, arts and crafts, woodworking and technical drawing. At the senior secondary education level, students can choose between TVET programmes at TVET institutions and more general education programmes at secondary schools, which prepare students for university. At the tertiary level, TVET programmes are provided by specialized TVET institutions and last between one year (for certificate level) and four years (for diploma level). Most tertiary institutions offer both certificate-level and diploma-level programmes (ITC, 2018; UNESCO-UNEVOC, 2015).

Currently, 68 tertiary-level institutions are accredited by the NAQAA. Seven of those are higher education institutions, of which the University of the Gambia is the most important. The remaining institutions include nine public TVET institutions, as well as several tertiary centres coordinated by MoYS, such as the President's International Award (PIA) and the National Youth Service Scheme (NYSS) (ITC, 2018). The GTTI is the biggest and most renowned government-owned TVET institution. It was established in 1983 to train students for professions in commerce, business, accounting, engineering and construction (World Bank, 2011). According to the NDP 2018–2021, the GTTI should become a technical university in the future. Currently, the GTTI charges fees, while other public institutions provide free tuition.

The Gambian TVET sector is dominated by private training providers. Some of these are non-governmental organisations (such as the Njawara Agricultural Training Centre), which generally provide free-of-charge education and training. However, the majority of private institutions are for-profit and often collect tuition fees. Examples are the Quantum Net Institute of Technology and the Institute of Travel and Tourism of the Gambia (ITC, 2018).

In 2016, TVET programmes at the tertiary level concentrated on business and administration (37 per cent of programmes), computing (25 per cent) and engineering (12 per cent) (ITC, 2018). A TVET survey by the International Trade Centre (ITC) found that, in 2018, most surveyed institutions offered courses in the fields of information and communication technology (ICT) and agriculture (ITC, 2018).

There are no official estimates of TVET enrolment rates in the Gambia. According to the TVET Units within MoBSE and MoHERST, enrolment in TVET programmes is much lower than in comparable secondary- and post-secondary-level programmes. Furthermore, the results of the ITC's TVET survey from 2018 revealed no clear growth trend in enrolment over the past five years. The survey shows that enrolment in key TVET institutions, such as the NYSS, actually declined during the period (ITC, 2018). In addition to low participation rates, the formal TVET sector suffers from many other problems. Underfunding, poor infrastructures and low quality of teaching are among the most pressing. Recruiting and retaining qualified teaching staff is difficult, especially in rural areas.

Alongside the formal TVET sector, skills development also takes place through enterprise-based training and informal apprenticeships. Both of these forms of work-based learning are unregulated, and the length, type and quality of training provided vary greatly. According to the World Bank's Enterprise Survey, 25 per cent of Gambian employers offered in-house training in 2018 (World Bank, 2018). Apprenticeships are widespread; however, no official estimates on participation exist. Apprenticeships can last from several months to several years and typically include training in vehicle maintenance, carpentry, furniture-making, hairdressing, cooking or tailoring. Usually, apprentices do not pay for the training, but they do not receive a salary for their labour (World Bank, 2011).

The lack of formal means for recognising and certifying work-based learning represents an important challenge, especially if one considers how widespread informal training is. The Gambia Skills Qualification Framework (GSQF) acknowledges this shortcoming and proposes a system for the accreditation of prior experiential learning, which would allow non-formal and informal training to be recognised within entry requirements for tertiary programmes and thus provide pathways to formal employment. However, quality standards for assessing this type of TVET have not been developed to date (NTA, 2006).

Skills recognition and quality assurance

The GSQF was introduced in 2006 to provide a coherent system of quality assurance standards, levels, qualifications and processes in TVET (World Bank, 2011). The GSQF is administered by the NAQAA and is designed to meet the skills requirements of all economic sectors, to provide standards for both initial and continuous vocational training and to include learners with low literacy levels. Its key features are: (a) an orientation towards learning outcomes rather than input-developed syllabi; (b) an orientation toward occupational competencies based on knowledge and ability to perform certain tasks; (c) a preference for assessments that are benchmarked against those competencies, rather than for exams; and (d) a consideration of international best practices (UNESCO-UNEVOC, 2015).

The GSQF defines skills standards for five qualification levels: from a foundation level for non-formal learners (which requires only basic skills in English and numeracy) to an advanced qualification level (which requires management, analytical and professional skills). It covers TVET and basic skills, not including higher education. (UNESCO-UNEVOC, 2015).

The GSQF recognizes formal and informal learning, post-school and institution-based education, on-the-job training, and full-time and part-time learning (ITC, 2018).

To check that quality standards are being met by TVET programmes and training institutions, NAQAA evaluates all training and student assessments through additional external examination by NAQAA trained and licensed assessors. Certificates and diplomas are only awarded once authorized by NAQAA (World Bank, 2011).

Although the GSQF has contributed to skills recognition and quality assurance in the Gambia, key challenges remain. As mentioned above, quality assessment guidelines for the recognition of informal training have not yet been developed, although the qualification framework recognizes the need for accreditation of skills learned outside formal training institutions. Moreover, quality assurance policies have not fully succeeded in creating a culture where qualifications are only awarded to those who have met the performance standards. As a consequence, formal qualifications in the Gambia are still not fully valued and trusted (ITC, 2018).

Social inclusion

Accessing skills development

Overall, access to TVET in the Gambia is limited due to the small number of training providers. In addition, most providers are located in urban areas, which limits training opportunities for rural youth. Among the 68 NAQAA-licensed institutions, around 90 per cent are located in the capital, Banjul, or in the adjacent municipalities of Kanifing and Brikama. Only a few institutions operate in the heartland of the Gambia (ITC, 2018).

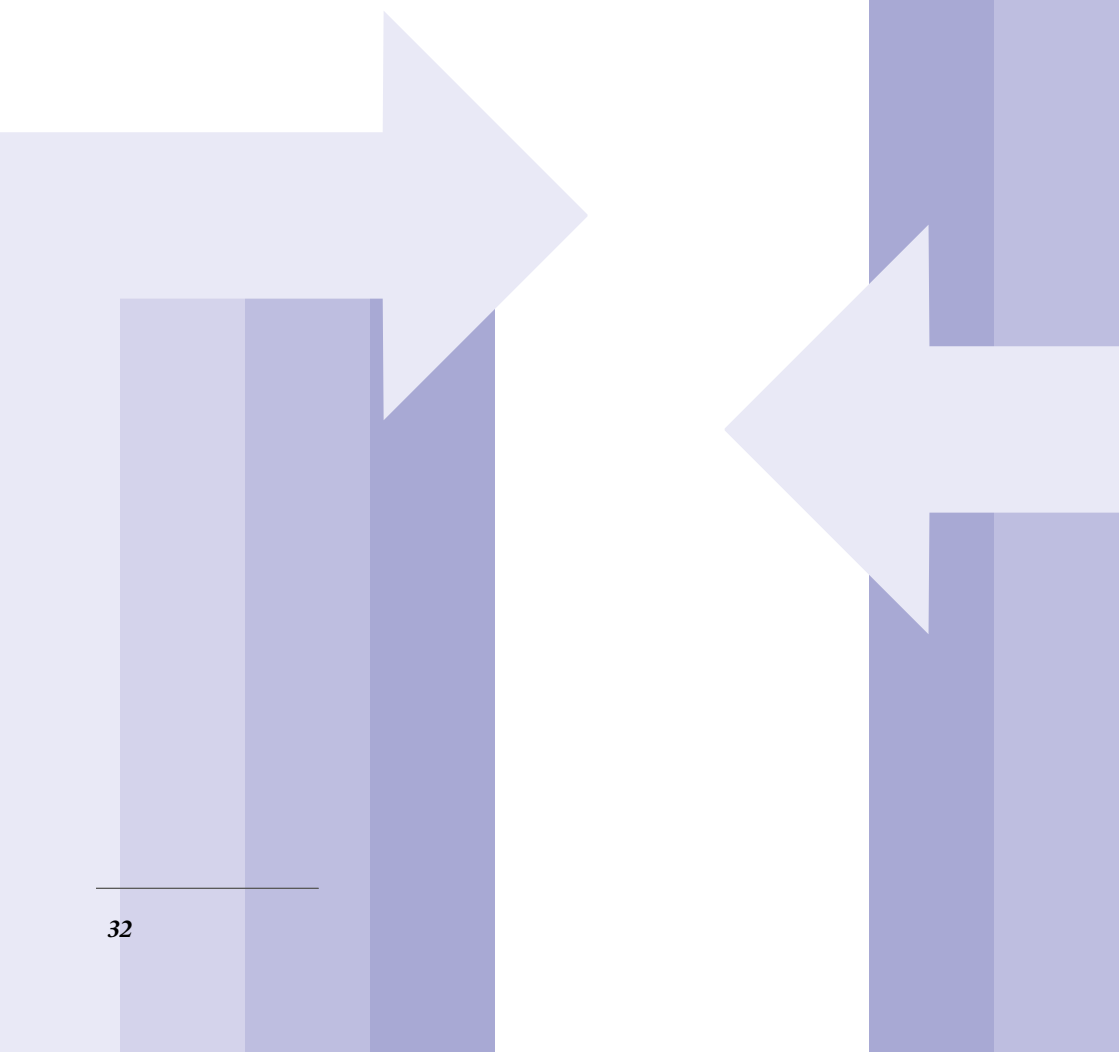
As set out in the NDP 2018–2021, the Government aims to strengthen the provision of TVET in rural areas, by establishing a major TVET institution in each region of the country and by installing smaller centres in villages (Republic of the Gambia, 2018). Information on equity in TVET is limited, as data on access by students' socio-economic and demographic characteristics are only available for single institutions. For the GTTI, for example, tracer survey data indicate that only 20 per cent of students in 2017 and 2018 and only 23 per cent of graduates in 2015 and 2016 were female. However, this is likely related to the GTTI's strong focus on male-dominated fields, such as engineering and construction (GTTI, 2018). In other institutions, women are represented more strongly. For example, the ITC's TVET survey shows that in 12 of the 25 surveyed institutions female students are in the majority (ITC, 2018). Data on TVET participation by income group are not available. However, the fact that many public and most private institutions collect fees suggests that TVET may be less accessible for students from low-income backgrounds.

Supporting transitions to the labour market

The school-to-work transition in the Gambia is difficult, marked by periods of unemployment and poor-quality jobs. Results of the GTTI's tracer survey indicate that, in 2018, only 39 per cent of the students who graduated from the GTTI in 2015–2016 had a regular job, 19 per cent were self-employed and 13 per cent reported “occasional” employment. The unemployment rate of GTTI graduates was 20 per cent. Among employed graduates, 53 per cent had a job that matched the skills and knowledge acquired in TVET training (GTTI, 2018).

Many policies and initiatives, especially the NDP 2018–2021, tackle the issues obstructing the transitions of youths into the labour market. The NDP defines various measures for empowering youths and improving their employability. Many of these policies focus on promoting entrepreneurship. For example, the NDP aims at expanding existing youth employment and entrepreneurship programmes, such as the Gambia Songhai Initiative and the Youth Entrepreneurship programme of the National Enterprise Development Initiative. In addition, the National Youth Development Fund (NYDF) was established to enhance funding opportunities in domains critical to youth development (Republic of the Gambia, 2018). As the first part of the NYDF, the European Union Emergency Trust Fund for Africa funded the Youth Empowerment Project 2017–2020. One of its aims is to promote entrepreneurship skills and facilitate youths' access to finance. More recently, the Government of Japan and the ILO set up a project under the Employment Intensive Investment Programme (EIIP), to contribute to job creation, poverty reduction and the improvement of occupational safety and health. The project paid particular attention to the support of labour market entrants.

Key challenges



The Gambian Government envisages a TVET system that is responsive to labour market needs, inclusive, based on clearly defined quality standards and backed up by quality assurance mechanisms and empirical evidence. Since 2002, when the first TVET legislation was launched, the country has taken important steps towards this goal. However, there are many challenges ahead:

1 **Access.**

The uneven provision of TVET opportunities across regions remains the major challenge regarding access to TVET in the Gambia. In addition, the tuition fees charged by most institutions pose a financial barrier to TVET participation, especially for socio-economically disadvantaged youth. Another challenge is the generally low level of education and skills in the population.

2 **Quality and relevance.**

Many TVET institutions lack competent staff, adequate infrastructure and the necessary equipment for courses. Curricula are often outdated and not compatible with employers' needs (ITC, 2018). The result is a low quality of TVET provision and a mismatch between skills supply and labour market demand.

3 **School-to-work transition.**

The majority of TVET graduates experience difficulties in finding stable employment. Measures to support them in the transition into the labour market are sporadic and, often, informal. Internships, for example, are most often the product of informal arrangements between TVET providers and local enterprises, and are not offered by all TVET institutions (ITC, 2018). The apprenticeship system is underdeveloped and means to certify on-the-job training are lacking. However, developing such measures is often difficult given that the country is undergoing economic recovery and efforts to support labour market entrants are vulnerable to fluctuations in economic conditions.

4 **Labour market information.**

The NAQAA and the GLMIS do not have mechanisms to provide sufficient information on skills gaps and skills needs. This makes it difficult to align the TVET offer with the demands of the labour market and can lead to ineffective education policies. In particular, the NAQAA-commissioned surveys on employers' needs are not regularly implemented and their results lack quality data. In addition, data on school-to-work transitions are scarce. In general, data about education, especially to support policy formulation, are limited.

5 **Involvement of the private sector.**

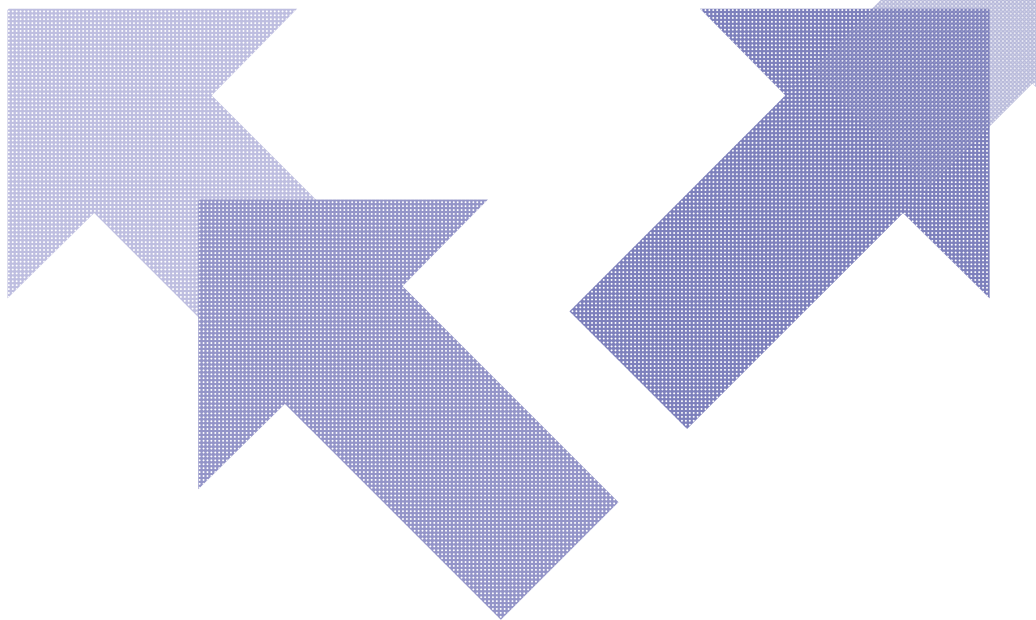
Employers are represented on the Governing Council of the NAQAA and are largely involved in the development of qualification standards for various occupations. However, there is a need for cooperation in other areas, such as in curriculum development and assessment standards and procedures. Increasing the collaboration between the TVET system and the private sector, and making existing collaboration more formal, has the potential to contribute to the creation of more internships, work placements and apprenticeships.

6 **Lack of funding.**

TVET institutions, both public and private, are underfunded. Many collect tuition fees to fulfil their funding needs which, as noted above, can restrict access to TVET for low-income groups.

The way forward

The Gambian Government has largely recognized the need to improve the TVET system. Accordingly, it has initiated a number of policies and strategic plans to reform TVET. In order to meet the challenges identified above, the Government should concentrate its policy efforts on the following areas:





1

Increase the attractiveness of TVET, while making it more aligned with labour market demands.

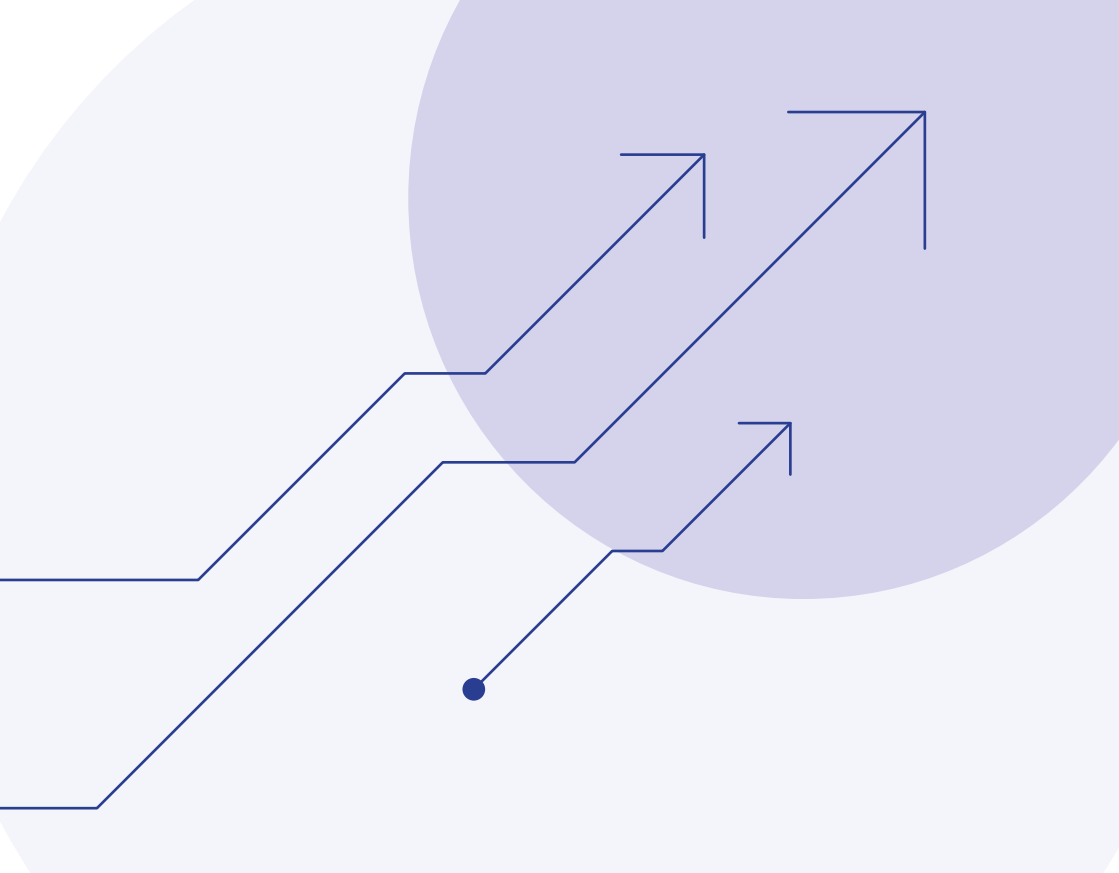
In line with the NDP 2018–2021, a transformation of the TVET system – so it is more closely aligned to the labour market and has an expanded offer – could benefit youths in rural areas, particularly if sectors with a potential for rural employment are targeted, such as agriculture. In addition to this, efforts to increase the attractiveness of TVET as an alternative to general education are needed, such as counselling and information campaigns.

2 **Improve the quality of TVET.**

Teachers are key to the delivery of quality TVET. In the Gambia, there is a need to increase the number of TVET teachers, especially in rural areas, and to improve teaching quality. In this regard, policies could aim at promoting the enrolment of teachers of STEM subjects at the tertiary level, improving the professional preparation of future teachers and increasing teachers' compensation. Flexible compensation schemes that allow for higher salaries in rural areas could help to attract teachers to where they are needed most. In addition, regular curriculum revisions should become an integral part of the quality assurance process. Such revisions should ensure that courses are linked to industry needs and standards.

3 **Equip TVET students with work experience and labour market relevant skills to support them in the transition from school to work.**

Employers should be encouraged to provide opportunities for work-based learning in the form of internships and apprenticeships. This can be achieved by setting incentives for companies, such as tax reductions or subsidies. Work-based learning provides both practical know-how and useful contacts. These can help students to find a job after graduation.



4

Improve data provision for labour market information.

Both the NAQAA and the GLMIS should improve in their role as data providers. The NAQAA should commission enterprise surveys on a regular basis to assess labour market needs and skills shortages. In addition, data on graduates' transitions from school to work are needed, especially to improve the TVET offer and make it more responsive to the labour market demand.

5 **Involve employers in programme design.**

Employers should be encouraged to increase their cooperation with TVET institutions in the development of curriculum content. This would strengthen the labour market relevance of TVET. Furthermore, employers should be involved in the development of assessment procedures and standards. This would increase their trust in TVET certification and help to improve the matching of TVET graduates to jobs.

6 **Increase public TVET funding and remove financial barriers to participation.**

The limited availability of public funds means students and their families need to be involved in the financing of training. Establishing a more robust funding mechanism, such as one based on public–private partnerships, will be important for ensuring that those who cannot afford tuition fees are able to participate in training.



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