

# TVET: Driver of Business and Economy!

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By

George Ali Steven

MOGEI- Juba

# Objective

- ▶ To raise awareness about different means of financing model that South Sudan would adopt.
- ▶ To bring under attention the need to value and complement ways of educating and training.

# WHAT IS TVET

- ▶ Technical and Vocational Education and Training (TVET) is an education, training or learning activity which provides knowledge, skills and attitudes relevant for employment or self-employment.

# TVET Back ground in South Sudan

TVET curriculum sets out **Key Aims** that define what the nation wants for its young people, and these apply to vocational programmes as well as academic subjects. We want young people to become:

- ▶ **Good citizens of South Sudan.**
- ▶ **Successful Life-long Learners.**
- ▶ **Creative and Productive Individuals.**
- ▶ **Environmentally Responsible Members of Society.**
- ▶ The TVET curriculum also put the academic subjects and vocational programmes into broader context of **Values, Principles, Learners Competencies** and the **Rich Culture & Heritage** of south Sudan.
- ▶ The learners competencies set out in the curriculum framework apply to vocational programmes as well as academic subjects. In fact, they are very competencies that employers look for in their employees:

Cont.

### **Critical and Creative Thinking:**

- Plan and carry out investigations, using a range of sources to find information.
- Sort and analyse information and come to conclusions.
- Suggest and develop solutions to problems, using their imaginations to create new approaches.
- Evaluate different suggested solutions.

### **Communication:**

- Read & write fluently
- Speak clearly and communicate ideas and information coherently.
- Listen to and read comprehend speech in a variety of forms.
- Comprehend and read critically a variety of types and forms of text.
- Use range of media to communicate messages, ideas and opinions.

## Cont. Modularized Curriculum:

### Co-operation:

- Work collaboratively towards common goals.
- Be tolerant of others and respectful of differing views.
- Adapt behaviour to suit different situations.
- Negotiate, respecting others' rights and responsibilities, and use strategies to resolve disputes and conflicts.

### Culture & Identity:

- Take pride in south Sudanese identity.
- Build understanding of south Sudan heritage in relation to the wider world.
- Appreciate and contribute to south Sudanese culture.

# Why National TVET Qualifications Framework?

## The Pathways and Certification System:

- This particularly sets to suit the progressive vocational training and education for non-formal training offer in levels 1 to 4 lead to a recognized qualification at an appropriate level.
- There is possibility of leaving school/training at the end of any year for the world of work or to continue vocational education in a vocational centre or college.
- There is a set of descriptors that set out the expectations of each level.
- **Level “1” Proficient:** carry out routine work, work under guidance and it’s a basic knowledge and skill.
- **Level “2” Artisan:** use relevant information, solve routine problems using simple rules and tools, some autonomy: work under supervision. Basic general knowledge. Ability to apply basic skills

Cont.

- ❑ **Level “3” Craftsperson:** solve problems by selecting and applying basic methods, materials and information. Responsibility for completion of work task, some leadership in solution of specific problems.
- ❑ **Level “4” Technician:** Generate solutions to specific problems in a field of work. Supervise the routine work of others; some responsibility for evaluation and improvement of work activities; leadership and guidance in organizing activities of self and others.

The specialist TVET secondary schools offer S1 to S4. each schools year from S1 to S4 will lead to a recognized qualification at an appropriate stage.

There is also the possibility of leaving school at the end of any year for the world of work or to continue vocational education in a vocational centre or college.

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## TVET Private Partnership in South Sudan

- ▶ There are no formal partnerships between training providers and local industry in the provision of TVET in South Sudan.
- ▶ The only types of partnership are those involving NGO and church-based TVET providers and their external donor partners, who provide considerable funding
- ▶ A typical example is the St Vincent de Paul VTC on the outskirts of Juba, which is funded by the St Vincent de Paul missionary society.

# Why TVET

- A larger labour force is good for the rapid economic growth of the country provided it is used in the productive employment.
- It demands a mixture of quality skilled workers, tradesmen, technicians, technologists, engineers, researchers and development scientists.
- Without good education system and need-based TVET institutions/course curricula, quality skilled labour force for productive employment would not grow resulting into continued rise in youth unemployment and/or un-skilled workers.
- It becomes difficult for them to emerge out of poverty and fall into anti-social and/or state activities. E.g

## PUBLIC VOCATIONAL SCHOOLS IN SOUTH SUDAN

- Vocational education is currently offered at five public secondary technical schools under Ministry of General Education and Instruction: technical secondary schools in Juba and Wau, commercial secondary schools in Juba and Wau, and an agricultural secondary school in Wau.
- Several other schools are not operational as a result of severe damage and the conflict situation in the country.

# TVET MODELS IN OTHER COUNTRIES

- In Pakistan, presently there are over 3,581 public & private TVET institutions with an enrollment of 314,188 students working in the country and providing technical skill to the labour force.
- These include technology colleges, polytechnic institutes and mono-technic institutes, whereas commerce education for business sector is provided in over 200 commercial training institutes.
- In addition, vocational institutes also operate throughout the country. The authentic facts on private TVET enrollment and graduation are not available but according to study, there are more than 1,000 private institutes throughout the country that are engaged in providing TVET.
- Now it is being planned to produce one million skilled labour per year

# TVET MODELS IN OTHER COUNTRIES ...

## Pakistan model (cont.):

- The different duration of courses in various technical and vocational fields is being offered across the country, ranging from three-month certificate course to three year diploma of associate engineering (DAE).
- All these diverse approaches serve the purpose of employment, self employment, and further improvement in education.

# TVET MODELS IN OTHER COUNTRIES ...

## The Latin American Model

- Most Latin American countries focus their training programme on working people as well as school students during their leave-period. The training centers for this specific purpose are run by autonomous training agencies that maintain close links with industry.
- The systems are separate from academic schools, thereby sheltering training for trades from the prejudices against manual occupations and the attractions of higher education.
- The training levy provides financial stability and a long-range planning horizon.
- Their financial and institutional arrangements have allowed the institutions to survive economic crises and fend off political interference

# TVET MODELS IN OTHER COUNTRIES ...

## The German Model

- The German system is popular for its “dual apprenticeship system,” focusing on center-based training and enterprise-based training system.
- It is an outcome of corporate culture of the German which is a traditional pattern of apprenticeship.
- It covers one day per week of theoretical training by public vocational training centers and four days of practical training provided in-enterprise.
- An average of three-and-a-half years of formal training is provided to the apprentices by an enterprise under an employment contract. The trainer is supervised by a certified master.
- A fixed allowance is also given by the enterprise to the apprentices that are covered under the agreement and a nationally recognized diploma is given to the graduates after the completion of each type of training within the prescribed period of time.

# TVET MODELS IN OTHER COUNTRIES ...

## The Japanese Model:

- In Japan, the training programmes are ranged from short introductory courses for workers joining the firm to full-fledged university degrees which are organized by big enterprises.
- The enterprises actually conduct training programmes on need basis on each skill as per requirement of the market.
- Although, the regular schools in Japan have an independent vocational tracks however the main players of skill formation are the big corporations.
- Japan is unique from other countries in skill formation of its workers as it keeps plentiful provision of in-service training and the training is a continuous process that continues throughout the life of the worker.
- A variety of courses are offered that cover immediate and specific needs of workers thus producing a work force that is committed, regimented, stretchy, and adaptable.
- There is a low mobility of labor due to in-plant training based on the lifetime employment commitment of large firms. Nevertheless, small and medium-sized firms are totally dependent on school based training (ILO 1998).

## Traditional Apprenticeship Training:

- Apprenticeship training is the main form of training in many countries (e.g. in Sub-Saharan Africa and the Indian sub-continent).
- Under this training programme, usually a written or oral agreement is concluded between a master craftsman working in the informal economy and parents or guardians, with the objective of the apprentice acquiring a set of relevant, practical skills.
- Sometimes the master receives a training fee, or the apprentice must earn the training in exchange for work or reduced wages. Training consists primarily of observing and imitating the master.
- The apprenticeship may last for several years and is product specific. Traditional apprenticeship has several advantages over conventional training methods, but also has disadvantages.

## Traditional Apprenticeship Training:

- It is practical in orientation, self-regulating, and self financing. It caters to individuals who lack the educational requirements for formal training, serves important target groups (rural populations and urban poor), and is generally cost-effective.
- Its disadvantages include gender bias (females rarely participate), exclusion of applicants from very poor households, perpetuation of traditional technologies, and a lack of standards and quality assurance (Johanson & Adams 2004).
- Most national systems of skills development are a mix of the above types of training. In addition to its vocational schools, for example, France has structured apprenticeship programs as well as training within enterprises.  
Japan European Scientific Journal April 2015 edition vol.11, No.10 ISSN: 1857 - 7881 (Print) e - ISSN 1857- 7431
- Korea, informal vocational training is provided by ministries of education, while ministries of labor operate vocational

## Success stories of private sector TVET Training in Nigeria

1. Peugeot Automobile Nig. Ltd	12 months	145
2. Nigerdock Nig. PLC -FZE	9 months	110
3. OCO Industries Ltd	3 months	45
4. Nigerian Breweries PLC	6 months	223
5. A.G. Leventis Foundation	12 months	50
6. Truckmasters Nigeria Ltd	18 months	20
7. Lafarge Cement WAPCO Nig. Plc	18 months	21
8. Kamjay Farms, Ibeju-Lekki	6 months	50

# Challenges confronting public and private partnership in TVET

- Absence of a fully developed Vocational Training Standard and certification process
- High cost of TVET facilities and equipment
- Urgent need for the upgrading of existing TVET Centres and the establishment of new ones
- Negative Perception of TVET as education for the disadvantaged
- Low labour mobility due to lack of a fully developed framework for vocational training and career advancement
- Poor incentives for Private Sector involvement in TVET
- Conflict in the Country
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## WHAT NEXT

- No country can attain industrial development without a critical mass of Technical Skilled Manpower.
- No single stakeholder can provide the technical skills needs of any country, collaboration is the key.
- Public Private Sector collaboration in TVET can work given the right enabling environment, hence the need for buy-in and commitment from all Stakeholders.
- Global TVET Reforms Under current global scenario, the majority of countries are focusing on internationally recognized TVET process.
- Hence, quality assurance in TEVT is now the key factor that tempted many countries to initiate measures for taking steps to ensure the maintenance of quality in line with the provision of TVET

