Department of education and TVET

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TVET Challenges for development countries

A) Face the overflow of young students arriving to the secondary level consequence of 10 years of investment in Basic education

B) Meet the needs of the labour market
Lessons learned from the past

Expensive TVET system for little efficiency

Lack of adequation between TVET offer and labour market demand

Lack of competency and ability at a governmental, intermediary and local level
Factors of success

A clear political will to build a TVET system based first on economical needs and not on social needs

To build a sustainable TVET system based on a methodological supports oriented on the reality of the national ressources and economy

To create a leading management with strong ties between states and economy
Successfull exemples

Mali:
- Elaboration of a sustainable politicy for the TVET (2010-today)
- Vocational education in unformal sector (1990- today)

Rwanda - East asia:
Elaboration of education programs that meets the need of the labour market (2010-today)
Opportunities and/or pitfalls for donors

1) Countries that have a recent TVET politic

2) The ones they don’t
Countries with TVET politics

- Efficiency of the politic in terms of national ressources and international donors and goals
- Management capacity at top, medium, and local level
- Degree of the implication of the economical representatives in formal and non-formal sector
- Choice of methodological programm elaboration based on competency
- National qualification framework
- Strategy of implementation of the programms
- State of the TVET schools/institutions
Country without TVET politic

- build a TVET politic with the economical representatives and sector based (formal, non formal)

- Diagnostic the TVET system and it’s reactivity

- Choice the pedagogical approach to elaborate TVET programms (competency approach, full time, apprentissenship…)

- Link budget to goals (for ex. use of a CDMT = medium terms expenses framework)

- Implementation strategy
Opportunity: focus on the traditional apprentissage in sub-saharian Africa

Professionnal associations in unformal sector

State + donors + Funds

TVET center + donors

In transversal:
Pedagogy oriented on competency
Economics gives the goal
State assures quality
Economics and state are the management
www.fpt-francophonie.org