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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 whith strong ties between states and economy

Successfull exemples

Mali:

- **Elaboration of a sustainable politivity 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**

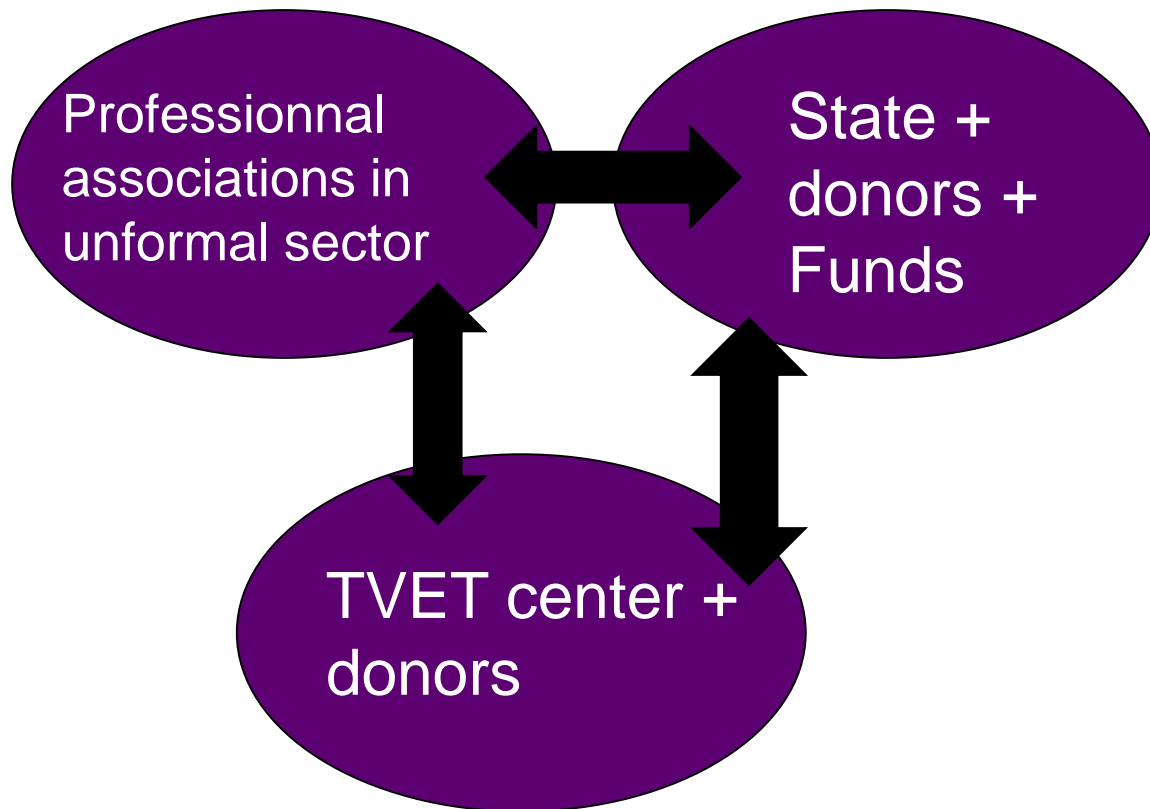
Countries with TVET politics

- Efficiency of the politic in terms of national ressources + international donors and goals
- Management capacity at top, medium + 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 programmes**
- **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 programmes (competency approach, full time, aprentissenship...)**
- **Link budget to goals (for ex. use of a CDMT = medium terms expenses framework)**
- **Implementation strategy**

Opportunity: focus on the traditional apprenticeship in sub-saharian Africa



In transversal:
Pedagogy oriented on competency
Economics gives the goal
State assures quality
Economics and state are the management

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