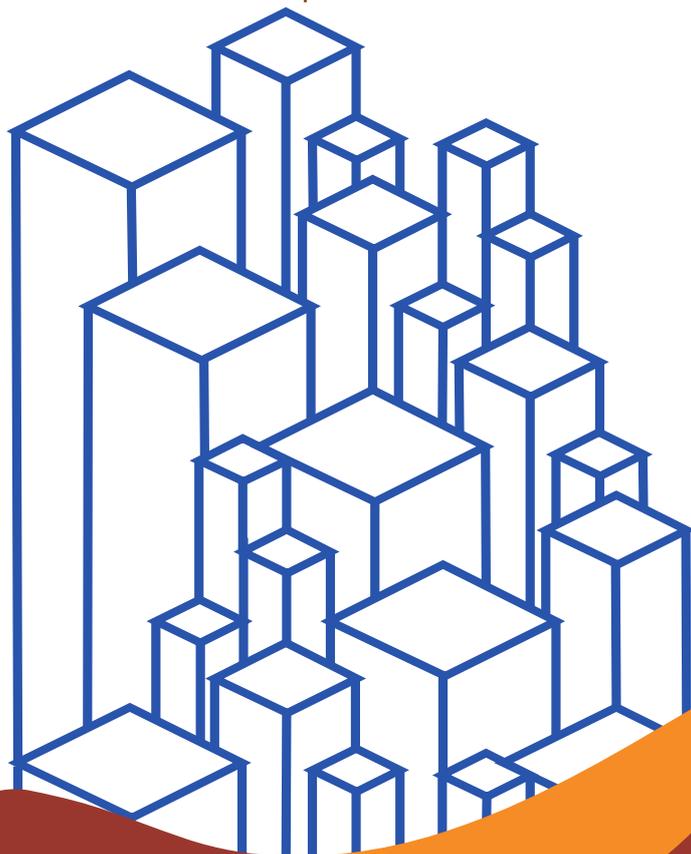




Swakopmund
2022

DISCUSSION PAPER
WorldSkills Africa Swakopmund 2022
TVET Conference
29-31 March 2022 - Swakopmund, Namibia



Background

WorldSkills Africa Swakopmund 2022 (WSAS2022) is a three-tier event hosted by WorldSkills Namibia in partnership with WorldSkills International and the African Union. It includes a Skills Competition, a Careers Exhibition, and a TVET Conference

The TVET Conference is to take place at “The Dome” in Swakopmund, under the theme: “Promoting Skills Development in the 21st Century for Sustainable Economic Growth and African Ownership”. It offers an excellent engagement platform for policymakers, industry, and TVET experts. Local, regional and international TVET experts are to engage conferencegoers by means of topical presentations as per the themes hereunder. The overarching purpose of presentations is to generate knowledge, share experiences, benchmark, and innovate.

The TVET Conference is supported by the **African Union Commission (AUC)**, the **African Union Development Agency (AUDA-NEPAD)**, and the **German International Cooperation (GIZ)** through the Skills Initiative for Africa (SIFA) programme, which is a programme of the AUC and AUDA-NEPAD with the European Union (EU) and Government of Germany, and the **Association for the Development of Education in Africa (ADEA)** as Conference Partners to curate the themes, content, and co-create the strategies for speaker engagement and the promotion of the TVET Conference.

Themes

The TVET Conference has capacity building, peer review, and enhanced cooperation as its main and overarching objectives. It is to include a range of topical discussions under four broad thematic areas as listed below:

THEME 1: EFFECTIVE TVET SYSTEMS	
Background	TVET is a form of education and training which provides knowledge and skills for employment. TVET programmes are relevant to the needs of the labour market and for increasing the employability prospects of its graduates. It has a social and economic purpose i.e. enabling the smooth transition of trainees from the world of education to the world of work and supplying the labour market with competent graduates. Thus, TVET is positioned as an enabler for socio-economic growth. Evidence presented from both developed and developing countries, confirms TVET as a more effective form of education since it solves several developmental challenges, e.g. its ability to assimilate marginalised groups into its programmes. An effective TVET system is one that fulfils its purpose. TVET systems in most African countries have been found wanting, in many areas. Challenges facing many African TVET systems mainly, include: skills mismatches, weak industry and stakeholder participation and incompetent TVET teachers.
Discussion points	<ol style="list-style-type: none"> 1. What are the common TVET challenges in Africa? 2. Access to Labour Market Information (LMI) has been one of the challenges facing the TVET sector. What methods, strategies and or/systems can be used to access the LMI to inform or direct TVET? 3. What is the approach of TVET systems regarding socio-professional integration? How do TVET systems integrate graduates into the world-of-work in terms of wages and self-employment? 4. What are the best practices for the training of TVET teachers? (pedagogy, subject matter or a combination); What about industry exposure? How to go about it?

5. What are the best practices for the development of TVET curricula to minimize or eliminate skills mismatches?
6. What are the best practices for authentic assessment of TVET students/trainees?
7. What is Competence-Based Education and Training (CBET) approach and its implications for TVET?

THEME 2: TVET FUNDING MODELS

Background

Despite interests in TVET programmatic expansion by many governments, particularly African countries, during the current decade – owing to its role in national development – TVET remains largely underfinanced. This is because it is regarded as an expensive form of education compared to general education (given high costs of material, equipment, facilities), and also the low share of public budget dedicated to TVET compared to other levels of training. Since a lack of funding has been one of the challenges affecting the TVET sector, in most African countries, some have introduced training levy systems, where certain industries that meet the legal requirements contribute a certain percentage of payroll in the form of a skills levy.

- Discussion points**
1. What are the sustainable funding models for TVET? Lessons from the training levy systems (Botswana, Mauritius, Namibia, South Africa, French speaking countries, and others)
 2. Monitoring and evaluation of the training levy systems
 3. How to ensure that industry supports the paying of levies through successful returns on investment?
 4. Implications of COVID-19 towards levy contribution as a result of liquidations or closure of some industries

THEME 3: TECHNOLOGY AND TVET

Background

There exists a symbiotic relationship between technology and TVET. Technological and societal developments, climate change, environmental degradation and scarcity of resources are the order of the day. Literature pro of TVET Technology claim that TVET is a key player in addressing these developments through the transfer of knowledge and skills. Additionally, in recent years there has been an increased focus on the use of Information Communication Technologies (ICTs) for the management and delivery of TVET. ICT is now considered by many governments as a critical component of a responsive, demand-driven TVET system tasked with meeting the needs of trainees/students for more flexible individualized training. International organizations such as UNESCO and ILO had already made commitments to the use of ICT to deliver TVET in both formal and non-formal settings. The COVID-19 pandemic experience gave the TVET sector no option, but to embrace technology in the delivery and management of TVET programmes.

- Discussion points**
1. Given that TVET programmes reflect the current practices in the world of work, there seems to be a blurred view of how TVET influences technology?
 2. How does TVET interface with the Industrial Revolution?
 3. Best Practices: Greening TVET – The What and How?
 4. Best Practices: How countries have effectively integrated ICT (digitalization of TVET) in the delivery, assessment, and management of TVET programmes?

THEME 4: GENDER AND SOCIAL INCLUSION IN TVET

Background

UN Sustainable Development Goal 4 on Education calls on all Member States to “ensure inclusive and quality education for all and promote lifelong learning”. The goal emphasized on “an equal access for all women and men to affordable and quality technical, vocational

	<p>and tertiary education, including university”. In most African countries, certain groups of people have been excluded from participating in TVET. TVET has been a male dominated form of education. Additionally, people living with disabilities have also been denied an opportunity to enrol for TVET programmes.</p>
<p>Discussion points</p>	<ol style="list-style-type: none"> 1. What are the opportunities, ways, and strategies of including those who have been disadvantaged on the basis of their identity (such as women and people living with disabilities) in TVET? 2. Engagement and consultation best practice

CONFERENCE HOSTS



CONFERENCE PARTNERS



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