



**SUB-SAHARAN AFRICAN  
SKILLS AND APPRENTICESHIP  
STAKEHOLDERS NETWORK  
(SASASNET)**

*Theme:*

**SKILLS AGENDA AND APPRENTICESHIP SYSTEM IN THE  
DEVELOPMENT OF SUB-SAHARAN AFRICA.**

**BOOK OF**

**PROCEEDINGS**

DRAFT



# **SUB-SAHARAN AFRICAN SKILLS AND APPRENTICESHIP STAKEHOLDERS NETWORK (SASASNET)**

**ORGANISED  
THE FORMAL LAUNCHING AND WORKSHOP ON SKILLS AND  
APPRENTICESHIP SYSTEM IN SUB-SAHARAN AFRICA.**

**THEME:  
SKILLS AGENDA AND APPRENTICESHIP SYSTEM IN THE  
DEVELOPMENT OF SUB-SAHARAN AFRICA.**

## **BOOK OF PROCEEDINGS**

**23<sup>RD</sup> – 25<sup>TH</sup> JULY, 2023  
ABUJA CONTINENTAL HOTEL, ABUJA**

***EDITORS:  
Hon. Ousman Sillah, Husaini H. Muhammad, Engr. Olawumi Gasper.***

**SASASNET Executive Committee**

1. Prof. Idris Bugaje – Chairperson - Nigeria
2. Hon. Ousman Sillah - Secretary General - The Gambia
3. Engr. Suleiman M. Yusuf – member - Nigeria
4. Engr. Gasper Olawumi - Member - Nigeria
5. Ruth Namuyiga - Member - Uganda
6. Prof. Salim Akoojee – Member - South Africa
7. Mr. Francis Mitiambo - Member - Kenya
8. Engr. A. D. K. Muhammad - Member - Nigeria
9. Dr. Dan Baffour-Awuah - Member - Ghana
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14. Richard Muteti - Member - Kenya
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16. Dr. Rodney Mayinke - South Africa
17. Stephen Ogenga - Member - Kenya
18. Engr. Ismaila Bobboi – Asst. Secretary - Nigeria

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2. Hon. Ousman Sillah - Secretary - Gambia
3. Engr. Ismaila Bobboi – Asst. Secretary - Nigeria

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4. Bldr. Anthony Aboki OKWA - Chair
5. Bello Abdulhakim NBTE - Member
6. Engr. Bobboi Ismail NBTE - Member

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**Protocol/Logistics and Passages Sub-Committee**

1. Mal. I Bashir Bello - Chair
2. Mal. Jidda Muhammad - Member
3. Mal. Shettima Lawal - Member

**Publicity Sub-Committee**

1. Hafiz Lawal NBTE - Chair
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**Security Sub-Committee**

1. Haj. Bilkisu Salihjo - Chair
2. Suleiman Hassan Bello – NBTE - Member

## PROGRAMME OF EVENTS

### Sunday 23<sup>rd</sup> July, 2023

- Arrival
- First Executive Committee Meeting: Welcoming Dinner
- Strategic Meeting between ILO and SASASNET/Other Nigerian Partners

### Day 1: Monday 24<sup>th</sup> July, 2023 (Ladi Kwali Hall, Abuja Continental Hotel)

- Registration (9.00 – 10.00am)
- **Opening Ceremony**
  - i. Short video clip on APPRENTICESHIP And Skills Training in the Informal Economy in Nigeria
  - ii. Arrival of Special Guests
  - iii. National Anthem/National Prayer
  - iv. Introduction of Dignitaries
  - v. Opening Remarks - Mr. Andrew David Adejo, Permanent Secretary, Federal Ministry of Education, Nigeria
  - vi. Welcome Address – Prof. Idris M. Bugaje, Chair, SASASNET
  - vii. The Making of SASASNET – Hon. Ousman Sillah, SASASNET Secretary General, The Gambia
  - viii. Goodwill Messages – Countries' Delegation/Team Lead
  - ix. Remarks by the Special Guest of Honour, Launching of SASASNET and Unveiling of Logo – His Excellency, Senator Kashim Shettima, GCON, Vice President, Federal Republic of Nigeria
  - x. Vote of Thanks – LOC Chair, Engr. SM Yusuf
  - xi. Group Photograph
  - xii. Lunch Break (13.30 – 14.30pm)
- **Technical Session:**
  1. Paper 1: *Transition to Formality Potentials, Perils and Pitfalls in Advancing Apprenticeship in Sub-Saharan Africa* – **Prof. Salim Akoojee, South Africa**
  2. Paper II: Innovation Solutions in TVET for Job Creation, Employability and Higher Productivity – Dr. Kipkirui Langat, PhD, FIETK, Director General/CEO Technical and Vocational Education and Training Authority , Republic of Kenya.
  3. Paper III: Financing of Apprenticeships in Sub-Saharan Africa.

### DAY 2: Tuesday, 25<sup>th</sup> July, 2023 (Ladi Kwali Hall, Abuja Continental Hotel)

- Day One Wrap-Up Session – Engr. Olawumi Gasper mni, Chairman Programme/Technical Sub-Committee
- **Technical Session:**
- Paper IV: Prospects and Challenges of Recognition of Prior Learning (RPL) in the Apprenticeship System – Ashwani Aggarwal, Global Work Group Leader (Skills Policy and Digitization), International Labour Organization, Geneva.
- Paper V: Sector Coordination on TVET in Sub-Saharan Africa: Case Study of Nigeria – Mrs Patricia Kormawa Komeh, Head of Component A/TVET GIZ Skills Development for Youth Employment Programme
- Group Presentations
- Presentation of Communique Engr. Oluwumi Gasper
- Vote of Thanks
- Official Closing Remarks

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## **OPENING REMARKS:**

*By Mr. Andrew David Adejo, Permanent Secretary Federal Ministry of Education, Federal Republic of Nigeria,*

### ***Protocol:***

I am highly delighted to be at this forum where critical stakeholders on skills and apprenticeship across Sub Saharan Africa have formed a network, which will be discussing issues critical to skills and apprenticeship development in the African continent.

The current initiative could not have come at a better time considering the fact that skills is now the new global currency of labour and therefore requires that all steps should be taken to ensure that the continent is not left behind, thus the need for stakeholders' collaboration. The collaboration as enunciated in the network's concept note, will not only ensure standards but also quality assurance and the regulations of the production of skilled manpower across our region.

Distinguished guests, ladies and gentlemen, it is worthy of note that the present administration in Nigeria has identified Technical and Vocational Education and Training (TVET) among its top five priorities with the Ministry of Education already taking up the challenge in order to ensure the actualization of this noble development agenda of government.

The governments needs this type of networks with expertise cutting across all the segment of the skills eco-system starting from identifying the skills gap and mismatch, labour market information which will make the system demand driven, standardizing occupational standards and qualifications frameworks for ease of mobility and a common system of quality assurance and certification across the region. However, challenges exist and this is why we are here to discuss and find solutions to some of these issues.

African youths are ready and willing to take up any skills training to enable them get a decent job nationally or internationally. The government are ready to create the opportunities to support the youth and to partner with the network for effective and efficient system development.

Nigeria has many skills development programmes training thousands of youths therefore, having the Network will definitely strengthen and improve the quality of the training and certifications.

Distinguish ladies and gentlemen; if African economy should grow and be competitive, we most produce the right work force to meet up with the requirement of the employers. The time is now. It is doable, achievable. We should all put our hands on deck to make it work.

I urge you all to give us the best of advice; suggestions and way forward to enable us deliver for African youths and to the stakeholders to be open and share experiences for the betterment of all.

Finally, the World Bank, GIZ, ILO and all other development partners, we invite you to continue with this kind of support to enable the Network achieve the desired objectives.

Distinguished gentlemen of the media, I invite you to popularize the good agenda of the network.

Thank you all, I wish you successful deliberation. Please take time to go round and see the beauty of Abuja the capital of the Federal Republic of Nigeria.

God bless the Network and you all.

## WELCOME ADDRESS:

By Prof. Idris M. Bugaje, Chairman, SASASNET

### *Protocols*

It is my privilege to welcome Excellences, Honourable Ministers, Permanent Secretaries, Directors of Ministerial and Extra-Ministerial Departments, and all my other distinguished colleagues, brothers and sisters, from across the mother continent, Africa, the cradle of civilization and education, to this all-important event holding in Abuja, the capital of Africa's largest economy, Nigeria.

It is no secret that the African continent, especially its sub-Saharan part, has been experiencing great challenges in the past decades, challenges in sustainable development, energy shortfalls, environmental degradation, and above all the challenges of harnessing Africa's human endowment in its informal skill sector, to meet local demands and for export with dignity. Today Africa is at a crossroads, she either skills up its youths or Africa shall continue to remain the world's poverty continent with many of its youths, largely unskilled and uncertified, escaping the continent through dangerous means and a lot of the time ending up in refugee camps.

A recent regional workshop in Cotonou, Republic of Benin, held February 23-24, 2023, organized by the International Labour Organisation (ILO), the World Bank, and the Government of Benin, deliberated on these informal apprenticeships across Sub-Saharan Africa and concluded that Governments and Organized Private Sector (OPS) must join hands to upgrade and formalize all informal apprenticeships in the region. It was in that workshop that some delegates decided to set up the Sub-Saharan Africa Skills and Apprenticeship Stakeholders Network (SASASNET), initially for English Speaking countries as we noticed Francophone Africa are far ahead of us in skills development.

This Network shall spearhead the crusade for interventions from both Governments and OPS to re-engineer these vital, latent, and untapped potentials of the informal sector so that future industrialization of Africa shall be facilitated with products of this sector and not repeat what happened in the recently completed world's largest single train refinery in Lagos by the Dangote Group, wherein over 11,000 skilled labour, largely from India, were imported to Nigeria to deliver it. The upcoming \$25B Trans-Saharan Gas Pipeline being designed to deliver Gas from the Gulf of Guinea to Europe should not be allowed to suffer this fate.

This concern is the *raison d'être* for the establishment of the SASASNET. The primary objective is for our Sub-Saharan African countries to share experiences in apprenticeship training in the skills development agenda to enable us become self-sufficient and even have surplus certified skilled labour for export. The African entrepreneurship and apprenticeship efforts in the informal sector have not been brought to the limelight in the past. An untapped latent potential of the informal sector can now be formalized, upgraded and harnessed for sustainable economic turnaround of the continent.

SASASNET shall create a platform to share experiences in this effort and even share our various National Occupational Standards as well as, and in the long term, develop an African Skills Qualification Framework (ASQF) that will enable ease of labour migration across the continent especially with the upcoming Africa Continental Free Trade Zone initiative.

Besides the formal launch we are witnessing today, a workshop shall follow featuring keynote addresses, panel discussions, and research paper presentations on the theme and other cross-cutting issues.

We wish to thank H.E. the Vice President of the Federal Republic of Nigeria, Sen. Kashim Shettima, GCON, who also chairs the National Council on Skills in Nigeria, though represented, for accepting to do the formal launch. We are also happy to have the cream of Sub-Saharan African nation-states here to witness this epoch-making event and for their partnership in this important transformation of our dear continent. Our development partners, especially GIZ and the World Bank, and ILO have shown tremendous support to this initiative.

I wish us all fruitful deliberations.

God bless you and long live Pan-Africanism.



## THE MAKING OF SASASNET

*By Hon. Ousman Sillah, Secretary General, SASASNET*

### ***Greetings from The Gambia!***

I am very much enthused to stand before this august gathering of stakeholders from across Sub-Saharan Africa and partners to deliver this brief on the genesis and objectives of this newly formed organization called the Sub-Saharan Africa Skills and Apprenticeship Stakeholders Network (SASASNET), a continental project that has brought us all here to witness its formal unveiling in this beautiful City of Abuja, the Capital Territory of the Federal Republic of Nigeria. We are about to make history by witnessing the birth of yet another Pan African project that seeks to be a game changer in terms of promoting an agenda that seeks to enhance capacities and livelihoods for the development and prosperity of our beloved continent and people.

Before I proceed, kindly allow me to acknowledge the presence of high-level delegations from the member countries of SASASNET, which is undoubtedly a clear demonstration of the recognition and support of the African governments for the skills and apprenticeship agenda that the Network is promoting as its *raison d'etre*. This high degree of interest and participation by senior policy/decision makers in the member countries that are present at this event is very encouraging and indicative of the much-needed political will, which is *sine qua non* in driving the agenda at both the national and continental levels.

### Distinguished participants

As already indicated by the SASASNET Chairperson in his Welcoming Address, it all started in Cotonou, Republic of Benin, when stakeholders from around the African continent were invited to a Regional Workshop organised, under the auspices of the Government of Benin, by the World Bank (WB) in partnership with the International Labour Organisation (ILO) and other international development organisations on the theme 'Strengthening Apprenticeship Systems in the Informal Economy in Africa to Promote Quality, Innovation and Transitions to Formality'.

The purpose of those two days convergence was to share knowledge and experience regarding policies and practices on how to preserve and improve apprenticeship systems in the informal economy to promote quality, innovation, economic development, and social justice, and to support policy dialogue for the incorporation of these good practices into national and regional training and employment promotion policies. It brought together representatives of governments, experts, training institutions, employers and workers' organisations, crafts associations, and their federations from selected countries in Africa, international skills development experts and other interested development partners.

Taking cue from the spirit, aims and the key outcomes or resolutions of this Cotonou Regional Workshop, the participants from the English-speaking countries that were present resolved to establish a Network whose overall objective is to promote, coordinate and support the skills and apprenticeship agenda in sub-Saharan African countries. The Network seeks to accompany the countries in the process of evolving and implementing national and continental policies and strategies/ approaches that enhance skills and apprenticeship to address the development challenges facing the continent.

Existing strategies, instruments and protocols at the regional and international levels also informed the desire and decision to establish this continental organisation. The African Union's Continental Education Strategy for Africa (AU CESA 2016-2025) seeking to re-orient the continent's education and training systems to nurture African core values and promote sustainable development, the Continental Strategy for TVET to foster Youth Employment (African Union 2018), the protocols of regional and sub-regional organisations like ECOWAS, EAC and SADC as

well as the strategies of national governments, have all recognise apprenticeship in the informal economy as a pathway for skills development and needs improvement.

Furthermore, the Abidjan Declaration, adopted at the International Labour Organisation (ILO) 14th African Regional Meeting in December 2019, also calls for making decent work a reality for Africa's youth, through the development of skills, technological pathways and productivity for a brighter future in Africa.

It was also realised that the French-speaking countries in Africa have already established a Network to promote and coordinate a common approach towards the upgrading of their skills and apprenticeship systems.

Having been motivated and inspired by this confluence of compelling factors, the participants from the English-speaking Sub-Saharan African countries deemed it necessary and timely to establish the Sub-Saharan Skills and Apprenticeship Stakeholders Network (SASASNET) to accompany the continent in promoting a harmonised agenda on skills and apprenticeship development. This is to be a first step towards the potential merger with the existing similar network of stakeholders in French-speaking countries as well as the inclusion of the Lusophone, Spanish and Arab-speaking countries in Africa.

The pioneers of the initiative selected an interim Chairperson, in the person of Prof. Idris Bugaje, the Executive Secretary of the National Board for Technical Education of Nigeria, and my humble self as interim Secretary General, and who were tasked to immediately start the process of working towards the establishment of a fully-Pledged and functional Network. We were also fortunate to have a formidable and enthusiastic team, comprising the policy makers, practitioners and experts in the field, whose members were willing and did indeed give extra time to engage in the cross-fertilization of ideas that culminated in the birth of SASASNET, which we are all witnessing here as the 'midwives'. This is a baby that we all welcome into the world and are ready to nurture and support it to become fit for purpose.

The first meeting of this embryonic organisation was held virtual on 7 March, 2023, less than two weeks after Cotonou, when the participants agreed on a roadmap to chart the way regarding the establishment of this Pan African Network to push the skills and apprenticeship agenda at both the national and continental levels.

It took the Founding Members an unparalleled record period of less than two month, from the time of conception of the initiative to the time it fully took shape as a well-constituted body, for a draft Constitution to be made ready for review and adoption. As indicated, work started in earnest barely a week after the participants left Cotonou when intensive consultations and exchanges among the founding members were in full gear and driven by a sense of duty and mission to accomplish the objective of putting in place a well constituted and effective organisation.

From Cotonou, the members who subscribed to the vision and mission of SASASNET, with the leadership of our able Chairperson, were busy engaging in frequent and intensive consultations and exchanges through virtual meetings. A WhatsApp platform was also created to facilitate the work. The members who were added to this online group served as the General Body which now metamorphosed into the General Assembly of Members which is now the highest decision making body of the Network. The General Body had convened six virtual meetings during the course of which major decisions were made such as the drafting and adoption of the SASASNET Constitution, organising the formal launch event, establishing the Local Organising Committee (LOC), among others.

The LOC, which has its membership necessarily drawn largely from Nigeria given the work on the ground and including the Interim Secretary General, Country Focal Persons and other experts, has

been tasked to organise and coordinate a successful formal launch event. The Committee, chaired by Engr. Suleiman Mohammed Yusuf of NBTE and assisted by the respective and proactive chairpersons and members of the various sub-committees, has been very busy over the past three months to ensure the discharge of its mandate. It had 10 online meetings during the period in addition to the numerous engagements of the sub-committees on Workshop Planning, Venue and Accommodation, Finance and Budget, Protocol and Logistics, Media and Publicity and Security.

SASASNET held its maiden General Assembly of Members Meeting on Thursday, 20 July, 2023, to formally constitute the Network by adopting its Constitution and electing its first Executive Committee, among other things. This constitutive session was initially planned to be in person as part of the events for the launch but had to be held earlier due to the tightness of the schedule. The members of the Network from all the English-speaking countries in sub-Saharan Africa, with few understandable apologies, participated in the meeting, which eventually elected the Interim Chairperson, Prof. Idris Bugaje, Executive Secretary of NBTE, as the First Chairperson of the Sub-Saharan Africa Skills and Apprenticeship Stakeholders Network (SASASNET) as well as the four Vice Chairpersons coming from Nigeria, South Africa and Uganda.

The newly elected Executive Committee convened its first meeting, in person, which confirmed the appointment of Hon. Ousman Sillah from the Gambia and Interim Secretary General as the substantive Secretary General of SASASNET. The meeting also considered and adopted decisions on issues relating to the following: Determination of membership dues for the various categories of members; Hosting the SASASNET Secretariat; Legal registration and status of Network and other operational requirements e.g. staffing, opening of bank account, accreditation with international and regional bodies, etc.; Two-Year Development Plan and the Cape To Banjul Plan proposal; Constitution of the Finance and General Purposes Committee and the selection of date for its first meeting, among others.

The Executive Committee held a meeting to finalise on future partnerships between SASASNET and key development partners namely ILO, World Bank and GIZ.

SASASNET, as an independent organisation with the competence to further its aims and objectives, shall seek the necessary recognition from the governments in countries it draws its membership. The Network shall negotiate observer status and any other appropriate status with the Economic Community of West African States (ECOWAS), East African Community (EAC), South African Development Community (SADC), African Union Commission (AUC) and other international agencies and organisations engaged in activities consistent with its aims and objectives.

As a Membership organisation, SASASNET has four categories of members namely i. Country Delegation comprising the representatives of the relevant government institutions, employers, artisans and workers associations, ii. Institutional Membership is for entities relevant to skills and apprenticeship from member countries e.g. training institutions, iii. Associate Membership is for experts in apprenticeship and resource persons and iv. Associate Country Membership is open to Non-English –speaking African countries.

Esteemed guests and members

SASASNET sets itself the task to promote, coordinate and support the skills and apprenticeship agenda in Africa south of the Saharan and with the following attainable objectives:

- I. To promote and share good practices on the development of informal apprenticeship and its integration into national training and skills development systems in the English-speaking Countries in Sub-Saharan Africa.

- ii. To organise and coordinate skills competition for Sub-Saharan English-speaking countries Sub-Saharan Africa Skills and Apprenticeship Stakeholders Network (SASASNET).
- iii. To promote and support the implementation of a qualification system for informal apprenticeships, including the use of Recognition of Prior Learning (RPL) systems.
- iv. To support the strengthening of the organisations of formal and informal apprenticeship system actors, i.e. professional/craft associations and the mapping of existing associations and promotion of employment creation policies.
- v. To advocate for sustainable and innovative funding to improve informal apprenticeship, including through the training levy.
- vi. To promote the improvement of the learning, monitoring and evaluation processes, the introduction of digital technology for the apprenticeship systems and knowledge sharing in identifyi ng decent work deficits and avenues to address them.
- vii. To advocate for and support the states in the process of inclusive and ongoing dialogue to regulate apprenticeships systems the prioritisation of putting in place formal and informal apprenticeships in the context of the African Continental Qualifications Framework (ACDF).
- viii. To promote and support policy dialogue and contribute technical reflections on how to preserve and upgrade existing apprenticeship systems in the informal economy to promote quality, innovation, economic development, social justice, and transitions to formality where suitable.
- ix. To raise awareness among member countries for more effective formal and informal apprenticeship systems, capacity and innovation at local level to trigger a process of structural transformation leading to more inclusive development.
- x. To improve and foster collaboration among member countries, study and adopt the advances, as best practice, on the inclusion of formal and informal within national training systems in Africa, and stimulate dialogue through knowledge sharing and exchange of experience.
- xi. To secure the support of member country governments to advance the apprenticeship agenda forward by information, data and resource sharing to strengthening apprenticeship systems in the informal economy and its transition to formality.
- xii. To collaborate with appropriate and complementary trans-national and regional organisations in supporting the integration and upgrading of apprenticeship systems in their interventions in Sub-Saharan African countries.
- xiii. To advance the agenda in support of 'green apprenticeships' and relevant international imperatives for international development. In particular, the link with the UN sustainable development agenda.

SASASNET is fully aware of the fact that the task its sets itself is ambitious but not unattainable and undesirable. However, I am very much confident that with the formidable team we were able to put up as the leadership and the array of experts and practitioners, who are ready and committed to place their services at the disposal of SASASNET and Africa, it really augurs well for our countries, in particular, and the continent, in general. Mother Africa is calling and we in SASASNET are responding to this call as responsible and focused daughters and sons who are

joining hands to lift our people from poverty through investments in the enhancement of skills and apprenticeship at both the national and continental levels.

At this stage, we wish to note the support of our respective national governments through the participation of their relevant institutions all throughout the process. The importance of the role of governments in this noble Pan African project cannot be overemphasized as they are the drivers of national policies and responsible for the allocation of resources to the sectors. Governments are critical in the attainment of continental objectives and their involvement and support to SASASNET is necessary.

SASASNET also acknowledges the support of key international partners namely the International Labour Organisation (ILO), World Bank (WB), German Development (GIZ) who share our objectives and wish to accompany us in this journey of enhancing capacities for the development and prosperity of Africa. These partners are participating fully in these.

We are therefore inviting the organised private sector, professional trade and regulatory associations, employers and workers associations, artisan groupings, training institutions and experts in our respective countries and beyond to join SASASNET to push the agenda of skills and apprenticeship in Africa.

To conclude, it is important to salute the Founding Members of SASASNET from the various countries for the passion, interest, hope, commitment, expertise, focus and diligence that they have been demonstrating over this short period and which augurs well for the Network, in particular, and the continent, in general. Within the space of five months, we have been able to achieve a lot in terms of the efforts made and results realised.

I wish to acknowledge the outstanding and extraordinary leadership and support of Prof. Idris Muhammad Bugaje, Executive Secretary of the National Board for Technical Education (NBTE) of Nigeria, who also doubles as the Chairperson of SASASNET, in steering the affairs of this fledgling Network and the offer of NBTE in hosting the formal launch event which was even a plan B when the first offer to hold it elsewhere failed to materialise. Without this timely intervention, we would not have been holding these landmark events now.

I, therefore, on behalf of the membership of SASASNET, wish to sincerely thank the Chairperson SASASNET, Chairperson of the LOC, Chairpersons and members of the various sub-committees and by extension, the entire membership from Nigeria, for the warmth and hospitality extended to all of us coming to this beautiful and friendly country and the professional and efficient manner in which these three days are being organised.

Long live SASASNET! Long Live African Unity!

## **GOOD WILL MESSAGES:**

### **A. KENYA**

All protocols observed

Distinguished Guests, Ladies and Gentlemen

1. Receive greetings and goodwill from the Government and the people of the Republic of Kenya. It is my sincere pleasure and privilege to join you today during this formal Launch of the Sub-Saharan Africa Skills and Apprenticeship Stakeholders Network (SASASNET). As we all recall, this Network was formed after the Regional Workshop on Strengthening Apprenticeship Systems in Africa which was in Cotonou, Benin in February, this year
2. Kenya participated in the Regional Workshop held in Benin and I was thereafter duly briefed on the discussions which had occurred. Having seen the fruitful deliberations then and the planned outcomes of the Network, the Government of Kenya has sent an even bigger delegation to this launch as testimony of our commitment and demonstration of our willingness to collaborate with Sister Nations in realizing the region's long-term ambitions in skills development
3. Let me extend my appreciation to the Government of the Federal Republic of Nigeria for accepting to host this auspicious occasion. I further applaud the Organizing Committee of SASASNET for working hard in preparation for this launch which has brought us together to celebrate the formation of our Network and to officially start our journey of strengthening apprenticeship systems for the economic development of our nations
4. The formation of this Network is one of the key assignments or takeaways from the Regional Workshop in Cotonou. The Network aims to promote, coordinate, and support skills and apprenticeship development across Africa. I am aware that a Constitution for SASASNET has been developed to guide the operations of the Network. Such a Constitution provide the foundations upon which the Network will operates by setting its Vision, Mission and Objectives and will enable development of other key blueprints as well as the tracking of milestones

Ladies and Gentlemen

5. This Launch's theme: "Skills Agenda and Apprenticeship System in the Development of Sub-Saharan Africa" resonates well with Kenya's Bottom-up Economic Transformation Agenda (BETA). The Agenda recognizes the historical disadvantages which have plagued those at the bottom of the economic pyramid thereby consigning a majority of them in seemingly unending cycles of unemployment and poverty, thus denying them the chance to enjoy a dignified life
6. I am sure I am not describing a scenario unique to Kenya only. Across our continent, majority of the economically disadvantaged operate in the informal sector. One of the strategies for empowering them is skills development through such schemes as apprenticeships which aim to improve their employability in a dynamic and highly competitive labour market. In Kenya alone, the informal sector accounts for 85 per cent of the total workforce. This scenario is similar to many other countries across the continent and goes to demonstrate the gravity of the challenge before us and the need for speed, dedication and focus in addressing them
7. In recognition of apprenticeships as one of the key enablers of economic development, the Government of Kenya has put in place several policy and programmatic initiatives whose main aim is to increase access to and improve the quality of skills development in the country. Towards this, Kenya is implementing the Recognition of Prior Learning (RPL)

which provides for the identification, assessment and certification of a candidate's knowledge, skills and competencies acquired in non-formal or informal learning, such as work or life experiences, against prescribed standards or learning outcome.

8. RPL has the potential to address the needs of disadvantaged groups who have limited access to formal education and training facilities and systems or who may have, for one reason or the other, dropped out of such systems. The RPL Policy has opened new doors for more flexible pathways to certification thus enabling greater participation in higher education by learners from a wide range of backgrounds, including the apprentices

Ladies and Gentlemen

9. The 111th Session of the International Labour Conference, in which a number of us present here today participated, adopted the Recommendation on the Quality Apprenticeship Standard. This Standard was a collective effort in which the African group strongly participated in developing. The Standard sets ambitious benchmarks for the promotion and regulation of apprenticeships systems around the world.
10. Although it does not create binding obligations, this Standard offers authoritative policy guidance on implementation of Apprenticeship Schemes as it echoes the Member States' collective ambition to increase the number of apprenticeships, to improve their quality and effectiveness, and to protect apprentices. Such a comprehensive Standard is a golden opportunity for this Network to exploit in developing regional apprenticeship programmes. Indeed, we are here to benchmark such best practices for Africa as we seek to develop and implement apprenticeship programmes which meet global standards and are responsive to localized skills development needs on the continent
11. As I conclude, let me once again register my appreciation to the officials of SASASNET for the splendid work of bringing us together as Sub-Saharan Africa for this launch and to engage on very key topics under consideration. I urge the Network to continue with this collaborative approach and seek to develop a common understanding and appreciation of apprenticeship as one a key skills development programme and a solution to unemployment on our continent
12. Once again, Ladies and Gentlemen, join me in thanking the Government of the Federal Republic of Nigeria for hosting this important event and welcoming us warmly to this beautiful city of Abuja. We feel honoured.
13. I am hopeful that we can host in Kenya soon as we continue with these conversations and perhaps most importantly, as we showcase what we will have achieved through this Network.

Thank you and God bless you all

## **B. TANZANIA**

### **Implementation of Apprenticeship Training Programme in Tanzania**

#### **1. Introduction**

As for many African Countries, implementation of Apprenticeship programmes is facing many challenges. However, the Government of Tanzania is working very hard to make sure that youth are given appropriate skills that enable them to meet labour market demands. Apprenticeship training programmes in Tanzania is to a large extent implemented through the VET training centers under Vocational Education and Training Authority (VETA). VETA is a government institution mandated the role of providing, facilitating financial support and promoting vocational education and training in Tanzania. VETA provides vocational education and training with consciousness of and in response to the demand of the labour market.

2. Apprenticeship training

Apprenticeship training is a work-based training which can either be informal or formal.

Informal apprenticeship is the most prevalent way of skills acquisition for poor and marginalized communities in the informal economy. Informal apprenticeships are purely workplace based. A young person learns by observation and imitation from experienced master crafts person, acquires the skills of the trade and is inducted into the culture and networks of the business. Formal apprenticeship is organized and the training involves both training institution and workplace. Currently, VETA is implementing three apprenticeship training programmes: 1. Recognition of Prior Learning (RPL); 2. Dual Apprenticeship programme and Integrated Mining Technical Training (IMTT).

2.1 Recognition of Prior Learning (RPL)

In Tanzania, VETA is championing upgrading informal apprenticeship programme through Recognition of Prior Learning Assessment (RPLA) followed by tailor made skills upgrading programmes and finally Certification. Recognition of Prior Learning (RPL) is the process to assess the skills and knowledge of a person regardless of how, when and where the learning occurred against prescribed standards for modular or full qualifications. Learning may have occurred through nonformal or formal training or through life or work experience but never recognized and/or certified. At vocational level, RPL is done to people working at operational or artisanal level.

In a nutshell, implementation of RPL involves the following steps:

- a) An informal apprentice, who meet the criteria applies for RPLA by filling a form;
- b) RPLA facilitator guides the candidate about the RPL procedures; eligibility; competences required for assessment and portfolio development as part of evidence;
- c) Candidates submit the application; a VETA assessor screens it and interviews the candidates;
- d) The candidates get prepared for assessment;
- e) Candidates get assessed against prescribed standards for the selected qualifications;
- f) VETA organises training for upgrading of apprentices' skills, (filling the gaps);
- g) Apprentices get examined;
- h) Award of certificates to qualified candidates.

2.2. Dual Apprenticeship

The Dual Apprenticeship training is the system whereby apprentices (trainees) alternate between the training centre and the workplace (industry)-block release system. In this system, much emphasis is put at the workplace since the Apprentices can easily learn skills through repetition. The System is designed to help people, without previous training, to enter the job market as apprentices in a craft of their choice.

Partition of the Block Release system

The 52 weeks of the year are spread into three blocks allows apprentices to spend a total of 32 weeks at the workplace and 20 weeks at the VETA training centres.

In the nutshell Dual apprenticeship involves the following steps:

The industry signs MOU with a VETA Centre;

The industry recruits the Apprentices by following guidelines provided by VETA;

The Apprentice signs Apprenticeship contract with the industry in concern;

Apprentice brings the Apprenticeship Contract to VETA Centre for registration and starts Apprenticeship Training straight forward.



a. Integrated Mining Technical Training (IMTT)

Integrated Mining Technical Training (IMTT) programme is the result of collaboration between VETA and Tanzania Chamber of Minerals and Energy (TCME). The programme started in the year 2008 at the VETA Centre in Moshi, Kilimanjaro region. The programme is conducted in collaboration with mining and construction companies. The objectives of the programme are:

- a) Enhancing skills training and development for supporting the mining sector;
- b) Production of competent artisans for supporting Tanzania's economic development;
- c) Enhancing relationship between training centres and employers in the mining sector and other sectors and;
- d) To produce craftsmen with skills, which are in line with the prevailing technology.

The training is conducted through apprenticeship system, which allow apprentices to alternate between the training centres and workplaces during the whole period of their training circle. The companies participating in the training programme include ACACIA (Bulyanhulu; Buzwagi, North Mara); Geita Gold Mining; Kabanga; Sandvik; Mantrac; Pan-Africa; Atlass copco and Shanta Gold Mine.

Trades offered through IMTT

Heavy Moving Equipment mechanics

Fitting and Machining

Platter Welding

Auto Electrical

Industrial Electrical Subsidiary courses are rigging; driving; computer and pneumatics and hydraulic.

The role of Curricula in implementation of Apprenticeship programmes

One of the ultimate goals of the curriculum is to be able to serve employers with workforce that will meet the work requirements in terms of skills, knowledge and understanding. Since the needs of employers are dynamic, it is important that their current and future needs of occupations are understood and accorded due consideration in curriculum development or review process. Analysis of employer needs requires focusing on:

- a) Occupational trends within the respective sector;
- b) Knowledge and skills required;
- c) Employment pattern; and
- d) Career routes.

Implementation of Apprenticeship training programmes in Sub-Sahara African Countries should therefore go parallel with review of the Curricula to make sure that the current and future demands of the labour market are well addressed. However, having good curricula does not guarantee competent graduates if teaching and learning will not be properly done. It is therefore important for each SASASNET members Countries to make close monitoring of the curriculum implementation in order to achieve the expected outcomes.

4. Teaching and Learning Resources

Usually, it is the curriculum that determines the required resources for realization of the learning outcomes. Availability of adequate teaching and learning resources enables students to get sufficient practical skills and hence be exposed to modern technology. It is through situation analysis that curriculum developers can be able to identify resources that are appropriate in terms of type, quality and quantity. The SASASNET Countries should therefore allocate enough budgets each year for financing implementation of the apprenticeship training programmes.

## C. ZIMBABWE

### *All Protocol Observed*

Greeting from His Excellency the President of the Second Republic of Zimbabwe Dr. E.D. Mnangagwa and the people of Zimbabwe.

Zimbabwe feels greatly honoured to be participating at this launch. The people of Zimbabwe are very appreciative of SASASNET and share the same objectives as of this notable agenda for the development of skills in Africa as whole.

### *Director of Events*

My speech cannot resonate well without mentioning that Africa and Zimbabwe in particular suffer from the bondage of colonialism which deprived Africans their birth rate and equal participation in the economic initiatives. Zimbabwe having realized that the means of production must be in the hands of the majority, in particular that land is the birth right of Zimbabwean and is the major source of national wealth, took a decisive policy to take land which was in the hands of the few minority whites. This historic move by the Government of Zimbabwe was received with jubilation by indigenous citizens of the country and hate by the whites and their colonial masters, in the western world. Having offset the balance of power and took away land from the white minority, Britain and America imposed economic sanctions against Zimbabwe. This coupled with Structural Adjustment Programme greatly affected the economy of Zimbabwe leading to contraction of the economy which contributed to high unemployment rate in the country. This led to high levels of informality in the economy.

### *Ladies and Gentlemen*

It is against this background, that there was unprecedented skills flight from the country and some of the expert skills were also informalised due to closure of industries. In Zimbabwe like most of the African countries, the informal sector is contributing a significant chunk of the national economy. It is therefore delighting that SASASNET will provide the much needed capacity for Africa to realise its full potential and achieve economic growth and development through harnessing skills in the informal sector. The launch of SASASNET is therefore setting a new trajectory for African continent through convergence of knowledge and experience among English speaking African countries since we share a lot of commonality which dates back to the colonial era.

### *Distinguished Delegates*

Apprenticeship training in Zimbabwe has evolved from the colonial era, in which the oppressive government had designed and implemented a two tier educational system namely; F1 Academic (“O’level holders) and F2 Technical Education (non “O” level holders), with Technical Colleges and Industrial Training Colleges such as Msasa Industrial Training College and Westgate Industrial Training College as well as St Peters Kubatana. This design was meant to promote and protect the interests of the pre-colonial white regime through supply of skilled labour to their companies. The system was punctuated with a lot of bottlenecks that restricted Africans to access and enter the economic sector of the country. However, with the attainment of Independence in 1980, the Government of Zimbabwe introduced a new Education System that promoted the African people who had been deprived and oppressed for for long time. The Government introduced Free Education for the Primary and Secondary pupils and Educational Training

Grants and Loans, for Tertiary, Vocational and Universities students. This Programme led to a drastic increase in the volume of graduates who were churned out by the system. This significantly raised the literacy rate of the country to unprecedented levels. The First Republic then transformed the former F2 (Vocational) programme through the introduction of Vocational Training Centres throughout the 10 Provinces. This Programme was designed to cater for less academically gifted children and promote technical skills among the youth.

#### *Distinguished Delegates*

Zimbabwe under the Second Republic is guided by the mantra of leaving no-one and no place behind and that a country is built by its Own People. Ladies and Gentlemen, similarly, Africa can only be developed by us Africans and Africans Alone. Africa should design strategies to harness its skilled labour, tap and transform skills in the informal sectors to charter the development of the economy. In my country, Zimbabwe, the government has shaped the Skills and Apprenticeship programmes through an emphasis on adopting three Parallel Modes of Apprenticeship Training in a bid to proactively address both the immediate and long-term skills needs of industry. The modes are:

1. Apprentices indentured to industry employers i.e. those recruited by employers
2. Apprentices indentured through the Special Scheme i.e. those recruited by government
3. Apprentices indentured by colleges, (Vocational Training Centres) otherwise called Technical Vocational Education and Training (TVET) Centres.

The various modes of training developed under the Second Republic are contrary to the Colonial Education system that focused on teaching and learning, as the current modes also put emphasis on Research and Community Service. Furthermore, the government has put more emphasis on the production of goods and services as the cornerstone for economic growth and development. The Government has added two (2) pillars namely Innovation and Industrialisation under the Heritage Based Education 5.0, geared to achieve our National Vision of having an upper middle income society by 2030. The government came up with National Development Strategies which defined strategies for achieving economic growth and development targets enshrined in national vision 2030.

As such, Government of Zimbabwe seeks to promote Vocational Skills Training by ensuring equitable participation, sustainable development and empowerment for youths. The Vocational Training Centres have a mandate to develop an entrepreneurial and self-reliant culture among the Zimbabwean youth through vocational skills and entrepreneurship, targeting out of school youth, school leavers, and aspiring entrepreneurs.

There are 43 fully fledged Vocational Training Centres and 25 Satellite centres administered by Ministry of Youth Sport Arts and Recreation. There are a number of training disciplines being offered at the various training centres as well as the scope have been increasing. Plans to accelerate the establishment of more Vocational Training Centres are in place, with eleven more institutions being earmarked to be established in 2023 in provinces and districts that have been deprived of the service. The Vocational Training Centres are currently carrying out Institution Based Training and Community Skills Outreach Programmes (CSOP).

### *Ladies and Gentlemen*

The Government of Zimbabwe through the Vocational Training Centre is also employing Training For Enterprise, which has registered significant achievements with graduates of Vocational Training Centres dominating in the informal industry both at growth points and in cities notably Magaba area in Harare, Glen View Area 8 in Harare etc, as well a in rural areas with graduates either employed or operating their own businesses. While some trained youth are employed in the local formal industry, some have found their way into the industries of neighbouring countries.

Zimbabwe is also doing Community Skills Outreach Programmes (CSOP) training which utilises a competency-based model that involves delivery of short-term courses either at places where the trainees reside or at vocational training centres. The training is expected to last for a reasonably short period like two weeks and is focused at providing a skill that will make a trainee to produce an item or service that is marketable within the local community. However, some programmes can stretch to three months, depending on the sector. This model emphasizes modular, demand driven training, geared towards imparting a specific or defined skill to the young person whilst taking into consideration, the locally available resources and opportunities within the community. Government of Zimbabwe has utilized Community Skills Outreach Programme to train more than 50% of the current pool of trained youths.

Government of Zimbabwe began some works to monitor and recognize the informally trained and certifying them. This is being done in collaboration with some development partners such as International Labour Organisation (ILO), Care International, SNV Netherlands, Plan International and World Vision. This entails training of Master Craft-Persons in professionalism and soft skills as well as fine tuning their trade skills.

The program also include equipping Master Craft-Persons with modern tools and establishing common facility centers with big equipment and machinery. Development partners notably the ILO as a technical partner and funding from African Development Bank has led to success of this programme in selected rural areas and plans are available subject to funding to roll out to all rural areas. The Government of Zimbabwe has made strides in reviewing TVET Curriculum, incorporating training for decent and green jobs and promoting value chains of specific sectors. Of importance to mention is a facility that has been established at Mutoko, a rural setting which value add horticultural produce including tomatoes. This facility while being utilized for apprenticeship, training it is also a conduit for rural industrialization, thus benefiting local farmers in value adding their produce.

### *Distinguished Delegates*

It would not be proper to conclude my message without highlighting challenges affecting Zimbabwe in its endeavor to equip its labour in both the informal and formal sectors. It is also my conviction that some of these challenges are also affecting most countries in Africa:

#### Challenges of Recognition of Prior Learning (RPL)

1. No Association or Database for Mastercraftsman, ie Magaba, Gaza and Glenview Area 8.
2. No Association of Artisans - for registration and Monitoring of qualifications.

There is therefore need for a deliberate policy to register and contribute to the National Economy. As I conclude it is imperative to note that the importance of Master-craft persons has increasingly been recognized in informal apprenticeship. Though statistics are not yet available, informal apprenticeship seems to dominate in skills development especially in the informal sector. Ladies and Gentlemen join me in applauding, the Govt of Federal Republic of Nigeria, SASASNET Executive, Invited and distinguished delegates Once again, Thank You!

**REMARKS BY  
HIS EXCELLENCY SEN. KASHIM SHETTIMA, (GCON)  
VICE PRESIDENT, FEDERAL REPUBLIC OF NIGERIA**

Protocol

1. I am very excited to be at the launch of this workshop that seeks to begin very practical processes to address one of the age long challenges to Sub-Saharan Africa's Development. For far too long the African continent had been unable to take advantage of opportunities for which its citizens could contribute optimally to its development by not paying adequate attention to the informal sector. This manifests in the absence of semi-skilled workers in areas that are necessary for technological advancement.
2. The idea of providing opportunities to exploit and apply the knowledge and benefits of modernity to bridge the development deficits of science and technology on the continent, especially in Sub-Saharan Africa, by training and retaining highly qualified Africans goes back to an African Union Heads of State meeting in Burkina Faso in 2001.
3. This was recognized and being implemented in a number of initiatives and encapsulated in many African Union strategies including, but not limited to, the African Union Continental Education Strategy for Africa (AU CESA 2016 – 2025), the Continental strategy for TVET to foster Youth Employment (African Union 2018). The key elements of these are also contained in Agenda 2063.
4. I, therefore, want to use this opportunity to congratulate the Sub-Saharan African Skills and Apprenticeship Stakeholders 2 Network (SASASNET) and other organisers of this workshop. In fact the speed with which you were able to galvanise action to get to this stage in about five months after the World Bank Regional Workshop in February, 2023 in Cotonou, Benin Republic is very commendable. I am sure that if you sustain this passion and level of commitment, a good foundation would have been laid for government and the Organised Private Sector to join hands for upgrading and formalizing our informal apprenticeships in Sub-Saharan Africa. I also see an opportunity for expanding this network to include the academia leading to the Triple-Helix model of Academia-Industry-Government interphase.
5. Distinguished guests, ladies and gentlemen, I am happy to note that the theme of this conference “Skills agenda and apprenticeship system in the development of Sub-Saharan Africa” is very contemporary and greatly needed for national planning by all governments. I also note the presence of focal persons from all over Africa, development partners, resource persons and topics all aimed at addressing the underlying issues. I, therefore, urge all to give your best in articulating practical strategies and implementation processes that would convince your various governments to institutionalize functional and effective Skills and Apprenticeship to contribute meaningfully to development efforts.
6. The need for this conference is further underscored by the fact that, if Africa is to be the next continent of destination, we can no longer afford to be exporting jobs with its attendant loss of much needed foreign exchange earnings.
7. On our part, Nigeria has established a National Council on Skills (NCS) chaired by my humble self and consisting of key stakeholders from government, development partners, the Organised Private Sector (OPS) and other partners. The NCS is to standardize and formalize the skills and apprenticeship activities in Nigeria.
8. It is pleasing to inform you that the NCS is working towards addressing skills mismatch between labour market and graduates and harmonizing the various policies on skills in Nigeria. Furthermore, it has developed a 6-step National Skills Qualification Framework (NSQF), which it plans to update to 9 step and is standardizing training across all training providers.
9. It is my hope that this network will support the NCS to achieve its objectives and other such government bodies in your various countries.

10. I will not end my remarks without talking about the most fundamental reason for inappropriate appreciation and uptake of skills and apprenticeship on the African Continent. This has to do with perception of the value of skills and apprenticeship to the individual and society.
11. I, therefore, challenge the SASASNET to engage in a vigorous public awareness and enlightenment campaign for our citizens to see the benefits of embracing skills and apprenticeship. In the same vein, our Polytechnics, Colleges of Technologies, Technology Enterprise Institutions (TEIs) and Innovation Enterprise Institutions (IEIs) should stop de-marketing themselves by neglecting technology based programmes for blue-collar programmes.
12. On the part of the Nigerian Government, President Bola Ahmed Tinubu (GCFR), has demonstrated the extent of attention he is placing on education, of which Science Technology, Engineering and Mathematics (STEM) as well as Technical Vocational Education and Training (TVET) are integral parts.
13. I am confident that the composition of the membership of this network will surely bring about the much needed development for the sub sector for better economic growth and development of SubSaharan Africa.
14. As you deliberate on the theme and sub-themes for this conference, let us ensure that we take advantage of the youthful population of Sub-Saharan Africa and focus on initiatives that makes optimal use of their strengths and capabilities.
15. I urge you all to give us the best way forward to enable our various countries deliver for the teeming youthful population
16. Distinguished delegates from Sub Saharan Africa, do not fall into the trap of all work and no play. I, therefore, invite you to please go round and see the beauty of Abuja, so that when you return you can let your countrymen and women know what beautiful city Abuja is.
17. I look forward to receiving the report of this conference.
18. It is my pleasure, therefore, to formally launch the SUBSAHARAN AFRICA SKILLS AND APPRENTICESHIP STAKEHOLDERS NETWORK (SASASNET) for the development of skills and apprenticeship forSub Saharan Africa on this day Monday 24th July, 2023 in the Federal Capital Territory, Abuja, Nigeria.
19. Thank you all for your kind attention

# **PAPERS PRESENTED:**



## FINANCING OF APPRENTICESHIPS IN SUB-SAHARAN AFRICA

By Dr. Olatunde Adekola Senior Education Specialist, World Bank

### *Greetings and Protocol*

I am very honored to be in your midst and really appreciate your invitation to SASANET; I wish to seize this opportunity to commend and congratulate the stakeholders including the host, National Board for Technical education (NBTE) and organizing committee for its focus on Financing of Apprenticeships and Africa countries commitment to improve its formal and informal apprenticeship service delivery system. It is always a wonderful experience to always be with state and non-state actors, key and relevant stakeholders including civil societies and non-government organizations, development partners. I am very pleased and noted that the summit seeks to explore the topic thorough interactive sessions, paper presentations, breakout sessions, talks and discussions of the Africa government's apprenticeship agenda for growth and development.

I am therefore very pleased and excited for this opportunity to share my thoughts on “**Financing of Apprenticeships in Sub-Saharan Africa**”. This paper provides definitions, examples and insights into apprenticeship schemes in selected Africa countries, and posits need for urgency of coalition state and non-state actors, and action to provide more funding and resources, cost effective and efficient, and better financing for formal and informal apprenticeship schemes/program in Africa.

Apprenticeship is a system for training a new generation of practitioners of a trade or profession with on-the-job training and often some accompanying study. Apprenticeships can also enable practitioners to gain a license to practice in a regulated occupation, and an arrangement in which someone learns an art, trade, or job under another. S/He obtained an apprenticeship under master craft person. Apprenticeship training is considered as a part of Vocational Education and Training. On the other hand, Internship may or may not be a part of formal education. The trainees of apprenticeship training are called an apprentice.

Being under an apprenticeship scheme is an opportunity to work and study at the same time. Most of his/her time is spent doing on-the-job training, and the rest is spent working towards a qualification. Broadly apprenticeships fall into the following types: Agriculture, Horticulture and Animal Care, Arts, Media and Publishing, Business, Administration and Law, Construction, Planning and the Built Environment, Education and Training, Engineering and Manufacturing Technologies, Health, Public Services and Care among others.

The main difference between a traineeship and an apprenticeship is that a traineeship is offered in a broader range of occupations and is shorter - typically over one or two years. An apprenticeship covers skilled trades and takes a lot longer – usually three to four years, either full or part-time. An apprentice is a person who is undergoing apprenticeship training. Apprenticeship training refers to a course of training in any industry or establishment. Apprenticeship training consists of basic training (theoretical instructions) and practical on the job training at actual workplace.

The apprentice's responsibilities include learning and developing practical skills, participating in classes and workshops on and offsite, observing all health and safety codes, completing tests and assignments, as well as delivering presentations to staff and other stakeholders. Apprenticeships range from level 2 up to level 7. With level 2 being the lowest and 7 being the highest. These levels are also generally split into 4 categories. Intermediate, Advanced, Higher, and Degree.

Formal apprenticeship refers to a system by which a learner (the apprentice) acquires the skills for a trade or craft in an enterprise learning and working side by side with an experienced craftsperson, usually complemented by classroom-based instruction. Informal apprenticeship refers to the

system by which a young learner (the apprentice) acquires the skills for a trade or craft in a micro- or small enterprise learning and working side by side with an experienced craftsman.

Apprenticeship in Nigeria is a contractual agreement undertaken by the master-craftsman and the apprentice through which the apprentice is trained for a prescribed work process through practical experience under the supervision of the master-craftsman. To become an apprentice, you must: be 16 or over. not already be in full-time education. The Law for Apprenticeship in Nigeria Require the parent or, in the case of an orphan, the guardian of a young person above the age of twelve years and under the age of sixteen years may, with the consent of that person testified by his execution of a written contract of apprenticeship, apprentice that person to an employer to train him or have him trained...

Apprenticeships are paid experiences that often lead to full-time employment. Internships are often unpaid and may not lead to a full-time job. Credential: Apprenticeships lead to an industry-recognized credential. Internships typically do not lead to a credential. The most popular and highest paid apprenticeship as Mechanic apprentice. Elevator technician apprentice. Plumber apprentice. Electrician apprentice. Carpenter apprentice.

While an apprenticeship could be compared to classroom learning, apprentices receive pay while learning how to become experts in their trades. Nigeria Examples: \_Apprentice Program at ExxonMobil and at International Breweries. The Sterling Bank Apprenticeship Program (SAP) is designed to transform the employment market; to attract, train and retain the best talents for the industry. It is a parallel, market-fit education path, targeted at qualified secondary school graduates and young graduates. This apprenticeship program is exclusively for Nigerian Secondary School leavers and graduates like you who meet the requirements for the program.

In Nigeria, the National Apprenticeship Program is coordinated by NBTE in close collaboration with local trade associations while in Ghana the National Apprenticeship Program (NAP) is a training program initiated by the Council for Technical and Vocational Education and Training (COTVET) and implemented by district-level coordinators of the Ghana Education Service in close partnership with craft-specific trade associations. Apprenticeship programmes are already successful in Tanzania. The National College of Tourism (NCT), State University of Zanzibar (SUZA) and the Vocational Education and Training Authority (VETA) are all running successful apprenticeship programmes with support by the government and ILO. South Africa has a long history of apprenticeship development. Although the system is intended to be applicable to all occupations, over the years, it has been mainly focused on artisanal occupations, to the extent that the two terms have been used interchangeably. Serge is a grace-based international missions organization with over 300 workers in 25+ countries around the world. In Kenya, the Serge Apprenticeship Program is an 18-24 month intensive missions training program that provides an opportunity to serve on an existing ministry team and grow in the gospel. Through ministry service, 1-on-1 mentorship, cross-cultural training, and a lifestyle of prayer, the Apprenticeship Program raises up future long-term ministry workers who are thoughtful, prayerful, and sustainable.

Just like Nigeria, in Gambia, trained experts support the apprentices. Moreover, successful trainees will receive nationally recognized certificates by the National Accreditation and Quality Assurance Agency. The food processor apprenticeship lasts 14 months and the mason apprenticeship 18 months. During this time, the young learners will be training on-the-job and undertaking practical assessments. Sector Skills Councils for the Agro-processing and construction sectors made up of employers, employee representatives, and public sector and government partners have developed the program. This type of collaboration has brought an innovative and inclusive approach to the way in which they are designed and delivered and has

highlighted the dedication of employers in both sectors, together with their key trade associations, the Gambia Association of Construction Contractors, and the National Coordinating Organization of Farmers Association the Gambia.

Generally, there are two main sources of apprenticeship financing (state and non-state contributions) and financing (recurrent including personnel cost such as salaries/wages, and non-salaries such as overhead cost, and non-recurrent including capital and investment for infrastructural and physical environment development, improved apprenticeship environment including building of additional workshops, and skills acquisition centers etc). The non-salaries financing is generally for apprenticeship scheme development support, trainees and master craftsman resources and instructional materials, capacity building for mentors, master craft persons including professional development (TPD), operational cost etc.

The state contributions are from national transfer, sub-national and local own resources and complimentary local resources including their respective Internally Generated Revenue (IGR) and their relevant MDAs including National Directorate of Employment (NDE), Industrial Training Funds (ITF). for financing the national apprenticeship program to increase access and improve relevance and quality, strengthening the apprenticeship systems including physical infrastructure, research & development, and human capital resources etc., in general to leverage, the Industrial Training Fund (ITF) for skills development including informal and formal apprenticeship schemes etc.

The non-state contributions are from non-government organizations and individual, civil societies organizations (CSOs), development partners, private sector, philanthropies, communities, and communities-based organizations etc. such as supporting school and institutional infrastructure development etc Bilateral and Multilateral Development Partners that are active at national and subnational level ; Foreign Commonwealth Development Office (FCDO), United State Aid For International Development (USAID), European Union, Africa Development Bank (AfDB ), World Bank , Internal Labor Organization (ILO ), among others.

Importantly, public funding is increasingly necessary to be supplemented by non-public sources. State should also strive for greater responsiveness to the changing training needs of apprenticeship and the evolving training demands of trainees for foundation skills and digital literacy skills, all of which contribute to a more productive labor force.

There is urgent and immediate need for additional financial data for trend analysis on apprenticeship finances in Africa. The world we live in today is one of rapid societal changes, knowledge and demand driven economies and increasing global integration. In such a world, better and quality apprenticeship system can help reduce poverty and inequality and boost economic growth. This would be key to Africa economy growth which increasingly would rely on the use of innovative ideas and ICT to devise smarter ways of working/doing apprenticeship business. More than ever before, more effective, and efficient use of its resources for apprenticeship would drive Africa's future; it can make the difference between weather its economy would be dynamic or remain a marginalized one.

To realize these benefits, apprenticeship policymakers and leaders in Africa will need to circumnavigate a mix of old and new challenges that crowd the path to better and quality apprenticeship system. There is obvious need for more funding for master craftsman capacity strengthening and professional development to address the issues of improved and equitable resources for artisans and diverse and new apprentices/schemes access for young people and their empowerment.

More funding for apprenticeship, effective and efficient use of its current resources to widening equitable access to relevant formal and informal apprenticeship makes the difference between poverty and wealth and directly influences national competitiveness. This means a constant need for more resources from public and non-public resources, new apprenticeship skills which both

public and private resources should be harnessed for better co-ordination that is required between all the main stakeholders to overcome the sustainable and inclusive financing, equity, and governance challenges this presents.

In view of high population growth rate and the projected increase in need of apprentice enrolment, increased funding would be required to provide enrolment places for artisans and apprentice by 2030. There are five potential sources for such fund to scale up and widen the scope with innovation for what works in Africa.

Firstly, while recognizing the many demands on state finances and which may make the UNESCO 26% not feasible for now, there is a need to scale up state allocation to education to 20% including apprenticeship program and sustain it at that level.

Secondly, Africa national government spending on apprenticeship scheme would also need to be scaled up. Considering the critical role of apprenticeship in poverty alleviation which is a major policy goal of the federal government, there is considerable scope for increasing federal allocation to apprenticeship through institutions and appropriate MDAs such as Industrial Training Fund (ITF), and consequently increase national allocation to sub-national apprenticeship schemes

Thirdly, local government funding of apprenticeship in Africa has been very low. This should be raised. I would suggest that it should contribute 10% of overhead cost. Local governments currently depend almost entirely on national allocation, with very little efforts on internally generated revenue. Additional responsibility for apprenticeship funding should serve as impetus for internal alternative sources of revenue drive.

Fourthly, non-state actors provision including private funding of apprenticeship would also need to be increased. A fee charged in low-cost apprenticeship schemes and non-government including private centers /institute is an indication that individuals are willing to pay more for qualitative apprenticeship scheme. Many private informal and formal schemes operators do not currently have sufficient financing platform, such as committees, at which to interact with Ministry of Education/NBTE, Ministry of Labor and that the relationship between private operators and national regulatory agencies such as National and Subnational Directorate of Apprenticeship Scheme is at a thaw since the hike in registration fee. This would need to be addressed. Also, partnership, cooperation and collaboration between state and non-state actors would attract additional private funding.

And fifthly, external funding from donor agencies is a veritable source of funding education, particularly at the post-basic level such as IDEAS- Component 2 under World Bank Assisted Project. Such fund not only serves as additional resources, but it also brings with it the discipline of public expenditure management. The national and subnational government would therefore benefit from seeking financial support from external donor agencies, and it should be more forthcoming in payment of its counterpart fund that such fund support entails.

More than ever before, more resources for result-based apprenticeship financing with effective and efficient use of its resources to achieve equitable and relevance apprenticeship would drive the Africa's future; it can make the difference between weather its economy would be dynamic or remain a marginalized one. Moreover, scaling up and widening the scope of digitalization for apprenticeship service delivery system and activities would positively impact Africa's economic growth, and its sustainable development (with inclusive growth and physically challenge), productivity, innovation and entrepreneurship, employment, and jobs.

Thank you for listening and looking forward to your positive contributions in investing and securing the future generation as required by the organizers.

Dr. Olatunde Adekola Senior Education Specialist, World Bank (08034080951).

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**THE FORMAL LAUNCHING AND WORKSHOP ON SKILLS AND APPRENTICESHIP SYSTEM IN SUB-SAHARAN AFRICA.  
23<sup>RD</sup> – 25<sup>TH</sup> JULY, 2023 ABUJA CONTINENTAL HOTEL, ABUJA.**



**THE FORMAL LAUNCHING AND WORKSHOP ON SKILLS AND APPRENTICESHIP SYSTEM IN SUB-SAHARAN AFRICA. 23<sup>RD</sup> – 25<sup>TH</sup> JULY, 2023 ABUJA CONTINENTAL HOTEL, ABUJA.**



## **TRANSITION TO FORMALITY: POTENTIAL, PERILS AND PITFALLS IN ADVANCING APPRENTICESHIP IN SUB-SAHARAN AFRICA.**

*(Power Point Presentation)*

*By Salim Akoojee (PhD), Hon. Ass. Prof. University of Nottingham, UK*

### **Key Features of this presentation**

- Understanding what we are trying to achieve?
  - A Global Developmental Economy
  - Implications for skills and apprenticeship systems
- Proceeding in three key steps
  - Understanding the current economic order ..Internationally and in SSA
  - That developmental challenge (again) and again...reiterated
  - Apprenticeship as a response?
  - “Quo Vadis”: Unscrambling that developmental cobweb
  - Engaging that informal apprenticeship system.

### **Artificial Intelligence (AI) - GIG (or rigged-) Economy**

#### **Key features:**

- no other sector is artificial intelligence having more of an impact than on manufacturing, and the revolution is just beginning....
- The global artificial intelligence market size was valued at \$428.00 billion in 2022 & is projected to grow from \$515.31 billion in 2023 to \$2,025.12 billion by 2030 (Fortune 2022)
- before the year Zero, it took about 1500 years to double knowledge. We then started to write things down and knowledge began to double every 250 years. Then we discovered science and it started to happen every 50 years. We then created information technology in 1980 and every 8 years it started to double. Right now, we are in the information age where knowledge doubling happens every 12 months. In fact, IBM has projected that at one point, this information will double every 12 hours.

#### *Evolution of Industry:*

1784 – Mechanization, steam power, weaving loom

1870 – Mass production, assembly line, electrical energy

1969 – Automation, computer and electronics

Today – Cyber physical system, internet of things, networks

There is, therefore a need for an understanding of an international new order that can (or is unable to) create employment

- The economic crises have shown that we need to reconfigure our understanding of the labour market; this includes education and training systems.
- The accelerating rate of unemployment shows the unwillingness or inability of the economy to generate employment as a response to mechanisation brought by technological developments that require fewer, but more sharply skilled employees.
- The implications of this reality have not yet been thoroughly examined but will become the focus of attention as the reality of precarious employment practices become more ingrained and its skills development implications realised.

#### *The toxic triad*

- Unemployment
- Poverty
- Inequity
- Exclusion

## Exclusion

Exclusion is a form of social time bomb, with – as one development partner has remarked – one young person in two joining the ranks of insurgents declaring unemployment to be their main cause.

### *Tons of Advantages Notwithstanding....*

1. Optimising production processes
2. Safer working environments
3. Demand forecasting
4. Product innovation
5. Simplified supply chains
6. Predictive maintenance

### *The SSA Economic Reality*

#### Key SSA Economic Imperatives:

- Africa's working-age population will grow by approximately 450 million people—about 3% PA (2015 and 2035).
- By 2050, Africa will have 362 million young people between the ages of 15 and 24 years
- Where will the region find the jobs for such a rapidly growing young population??
- East Asia – Agriculture –Manufacturing driving growth, job creation, and poverty reduction.
- - In contrast, Africa has deindustrialized. Today, its share of global manufacturing is smaller than in 1980 and the share of manufacturing in GDP is less than half of the average for all developing countries.
- In Africa, three-quarters of new entrants to the labor market will work in self-employment or in microenterprises. Some 20 percent will work for wages in the service sector, and only about 4 to 5 percent will find a wage-paying job in industry. If these trends continue, only about 100 million of the 450 million Africans expected to reach working age over the next two decades can hope to find decent work
- Industries without smokestacks” (IWOSS) are among Africa's most dynamic sectors of economies.
- Information and communications technology (ICT) based services, tourism, and transport are outpacing the growth of manufacturing in many African countries. Between 1998 and 2015, Africa's services exports grew more than six times faster than merchandise exports.

#### We Need a New Developmental Model!!!

- African economies too frequently operate according to a development model in which growth depends almost exclusively on the ever-greater presence of global companies. But current trends, reflecting the “third industrial revolution”, underline the crucial role that other types of production unit (particularly in the informal economy) will play in the future as a source of innovation and new types of jobs and activities. This sector exists in all countries of the continent, but it is currently either ignored or neglected. (ADEA, 2014, p.2)

### *Reach of the Informal Sector*

- ▶ Also referred to as the 'shadow economy' or the 'underground economy'
- ▶ \*Advanced Economies - 14-16%
- ▶ Emerging Economies (32-35% of GDP)
- ▶ Asia (25-35%), Latin America, central America and Africa (40% of GDP) \*\*Sector worth 2.13 Trillion Euro (2013)



### *The Informal Reality*

In [ONE SSA member state], for example, where hundreds of thousands of people work in carpentry and joinery, most workers only have access to and training in manual hand tools. Rather than investing to make the sector competitive, the government's most notable interventions in the past year have been to cripple the sector with a ban on logging and a substantial tax on alternative materials.

- In spite of their growing importance as an engine of employment, most informal activities are still seen as an adversary by national governments. (Grunewald, 2019)

### *Whither Apprenticeship in All of This*

- To increase (relevant) competency
- Improve preparedness
- Linking education and training to the world of work
- Essentially a merging of the practical, real-world and theoretical to respond to the challenge of effective training for competence
- - responsive to what economy???

### *Current Apprenticeship System Embedded in the TVET System*

- Formal Economy: Technical College
- Brick and Mortar Reality
- Lecturers and Students
- Curriculum and Programmes mix between theory/practical workshops and work placements
- Modules and Key features [CBMT] - DTM
- Industry-Engagement
- Certification and Qualification Framework
- Apprenticeship/Internships/Traineeships/Industrial Attachment

### *Challenges for Formal VET in a Developing Context*

Technical Colleges (inter alia)

- Infrastructure
- Outmoded and outdated curriculum
- Industry Responsiveness?
- Lecturer qualifications
- Costly and resources intensive
- An outmoded 'Dinosaur'
- Struggling with innovation
- An exclusive system

### *Understanding that Informal Reality*

Informal apprenticeship systems are the most important training system in many informal economies. In Africa, but also in parts of Asia, informal apprenticeships have a long history and are deeply rooted in society. A master craftsperson fulfills a social and economic function by passing on his/her skills to the next generation. The content of the informal apprenticeship training is practical, rooted in the world of work and well adapted to conditions in the real world. The graduation of an apprentice in West and Central Africa is often a community affair, which underlines the social importance of apprenticeships.

*Formal and Informal Apprenticeship*

Two Sides of the Same Coin or a Separate and Distinct System

<b>Formal Apprenticeships</b>	<b>Informal Apprenticeships</b>
<ul style="list-style-type: none"> <li>Formal apprenticeship refers to a system by which a learner (the apprentice) acquires the skills for a trade or craft in an enterprise learning and working side by side with an experienced craftsman, usually complemented by classroom -based instruction. (The) apprentice, employer/<i>mastercraftsperson</i> and the training provider conclude a training agreement that is regulated by formal laws and acts. Costs of training are shared between apprentice, employer/<i>mastercraftsperson</i> and the government (ILO (2012) -Resource Guide, p.x definitions)</li> </ul>	<ul style="list-style-type: none"> <li>Informal apprenticeship refers to the system by which a young learner (the apprentice) acquires the skills for a trade or craft in a micro - or small enterprise learning and working side by side with an experienced craftsman. Apprentice and master craftsman conclude a training agreement that is embedded in local norms and traditions of a society. Costs of training are shared between apprentice and master craftsman (ILO (2012) -Resource Guide, p.x definitions)</li> </ul>

**LATEST (ACCOMMODATIVE) APPRENTICESHIP FRAMEWORK (ILO 2023)**

- the term “apprenticeship” should be understood as any form of education and training that is governed by an apprenticeship agreement and enables an apprentice to acquire the competencies required to work in an occupation through structured and remunerated or otherwise financially compensated training consisting of both on-the-job and off-the-job learning that leads to a recognized qualification;
  - recognition of prior learning” should be understood as a process, undertaken by qualified assessors, of identifying, documenting, assessing and certifying a person's competencies, acquired through formal, non-formal or informal learning, based on established qualification standards.
27. Members should, in consultation with representative employers' and workers' organizations, with a view to facilitating the transition from the informal to the formal economy

**Recognition of Prior Learning – Crucial to Effective Informal Apprenticeship Effectiveness:**

- “..Recognition of Prior Learning” should be understood as a process, undertaken by qualified personnel, of identifying, documenting, assessing and certifying a person's competencies, acquired through formal, non-formal or informal learning, based on established qualification standards. (ILO, 2023)

*Understanding the Uniqueness of the Informal Apprenticeship!*

Key Features:

- Work(places) are the Learning spaces/places
- LEARNING IS ABOUT CHANGING RATHER THAN UNDERSTANDING PRODUCTION
- Learning process and outcome drastically different
- The learning intervention (is likely to) and is designed to change the entire enterprise

### *Shortcomings Identified*

- “...it is not the most preferred choice of youth.”
- ”Quality variation '
  - MCP dependent
  - Market defined
- ...lack of uniform standards,
- variations in the technology and facilities in different enterprises,
- variations in the skills and knowledge of MC.
- Training is neither systematic??? nor structured????
- Underpinning knowledge to apprentices is not adequately provided???
- Occupation Health and Safety ???
- Age and gender considerations of incumbents
- Apprentice Exploitation
  - Training period
  - Wage – remuneration
  - Quality assurance /Supervision
- Regulation
  - Articulation and Mobility
- Certification and Recognition

### *Understanding the Informal*

- Understanding the informal sector requires re-examining
  - Notions of 'development', with a focus on issues related to inclusion and exclusion
  - Where are we headed and how can all of us get there, using different mechanisms?
  - We probably need to rethink a notion of 'work' and education (and training) for work

**SECTOR COORDINATION ON TVET IN SUB-SAHARAN AFRICA:  
CASE STUDY OF NIGERIA**

*(Power Point Presentation)*

*By Mrs Patricia Kormawa Komeh,*

*Head of Component A/TEVT GIZ Skills Development for Youth Employment Programme*

**Introduction:**

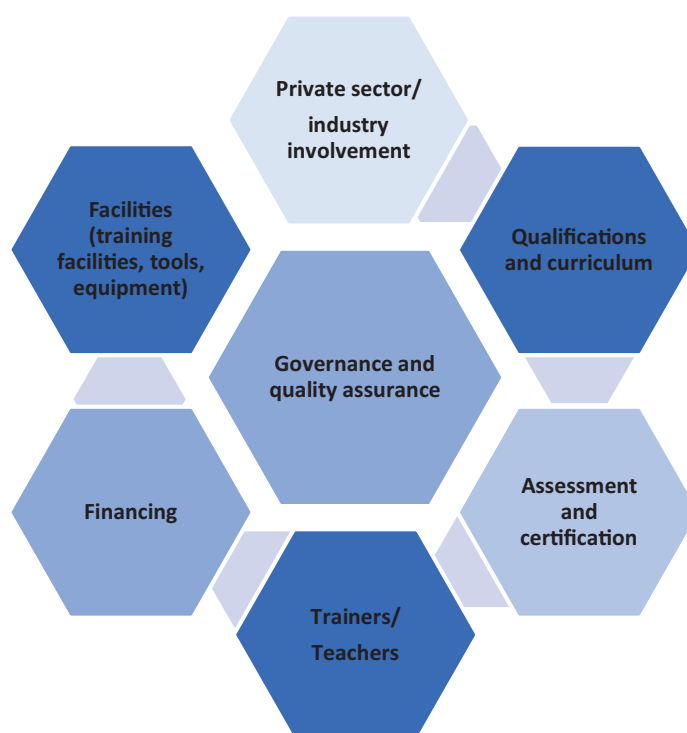
The programme Promoting Needs-Based Technical Vocation Education and Training and Youth Employment in Nigeria, popularly called “SKYE - Skills Development for Youth Employment” is a project implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and funded by the German Ministry for Economic Cooperation and Development (BMZ).

<b>The context</b>	<b>What we are doing</b>
Insufficient employment for youth, young adults and returnees in Nigeria	We support implementation partners in improving the quality of technical and vocational education and training (TVET), providing TVET skills, and employment to Nigerians.
They are denied adequate prospects of gainful employment	
Mis-match between the demand and supply of skilled workforce	

**Objectives:**

SKYE's objective is *to improve the prospects of gainful employment for Nigerian youth aged between 15 and 35 and for returnees in selected sectors of the economy.*

*TVET System covers both public and private TVET provision. It consists of the following elements:*



2021 National TVET Conference: The Declaration on Cooperation in TVET for Nigeria

<b>Declaration</b>	<b>Outline</b>
1.Declaration Objective	Formal and structured coordination arrangements between the relevant levels and institutions of federal, state, and local government
2.Declaration Objective	Integrate certification and qualification practices with common meaning and value in the labour market
3.Declaration Objective	Mobilize all stakeholders to develop National Occupational Standards that fit into Nigerian Skills Qualifications
4.Declaration Objective	Improve relevance and quality of outcomes by increasing access to training and assessment of skills through the involvement of workplaces increasing standardization of quality assurance within the TVET system
5.Declaration Objective	Communication and promotion of TVET
7.Declaration Objective	Resources and organizational capacity

Sector Coordination in Nigeria

<b>National Skills Council:</b>	<b>Sector Skills Council:</b>	<b>Public Private Dialogues</b>	<b>TVET Donor and Development groups</b>
In February 2020, the Federal Government of Nigeria inaugurated the National Skills Council. The NSC will be the highest policy making body for skills development driving technical and vocational education (TVET) in Nigeria alongside the broader National Council on Education	The construction industry, ICT, Power sector, automotive industry, education and care, engineering, articulated vehicles, occupational health and safety, and the hospitality sector		

Overlaps in mandate and activities of TVET agencies

According to the analysis of the presenter, the overlapping activities are as shown below:

<b>Ministries and Agencies</b>				
Federal Ministry of Trade & Industry (FMTI) Industrial Training Fund - (ITF)	National Board for Technical Education NBTE	National Business & Technical Education Board NABTEB	Federal Ministry of Education	Federal Ministry of Labour & Employment
<b>Overlapping Activities</b>				
<b>Regulation:</b> 1. NBTE 2. ITF 3. NABTEB 4. NDE 5. FME	<b>Training:</b> 1. FMTI/ITF 2. NBTE 3. NABTEB 4. FME 5. NDE	<b>Certification:</b> 1. NABTEB 2. ITF 3. FME 4. NDE	<b>Funding:</b> 1. ITF 2. NBTE 3. FME	

## INNOVATION SOLUTIONS IN TVET FOR JOB CREATION, EMPLOYMENT AND HIGHER PRODUCTIVITY.

(Power Point Presentation)

By Dr. Kipkirui Langat, PhD, FIET(K), MBS,  
Director General/CEO, TVET Authority, Kenya

### Introduction:

The UNESCO defines TVET as part of **lifelong learning** and continuing training and professional development which may lead to **qualifications**.

Learning to learn, the development of literacy and numeracy skills, **transversal skills** and **citizenship skills** are integral components of TVET.

TVET takes lead in the attainment of global, Regional and National development goals that include Sustainable Development Goals, particularly;

- **SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and
- **SDG 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

### Targets 3 & 4 focus on TVET:

By 2030, ensure equal access for all women and men to affordable **quality TVET, tertiary education incl. University**

By 2030, substantially increase the number of youth and adults who have relevant skills, including TVET skills for employment, decent jobs and entrepreneurship

Skilled workforce can be acquired through training which is informed by the **TVET value chain** described below;

INPUT	PROCESS	OUTPUT
Trainees, Trainers, Society require an attractive training system facilitated by regulations, strategy and funding	Institutional quality, access, relevance, inclusivity, and a positive perception of TVET facilitated by a competence-based curriculum and training delivery	Competent TVET graduates, who are relevant for the labour market Satisfaction of all stakeholders

### What defines the ability of an institution to produce quality graduates and innovation?

Programme	Purpose	Places	Processes	People	Performance
	<ul style="list-style-type: none"> <li>• CBETA</li> <li>• Qualifications Framework</li> <li>• Quality of Delivery</li> <li>• Cooperation</li> <li>• Workplace training</li> <li>• Assessment</li> <li>• Certification</li> </ul>		<ul style="list-style-type: none"> <li>• Organisation</li> <li>• Management</li> <li>• Facilities</li> <li>• Infrastructure</li> <li>• Workshops</li> <li>• Library</li> <li>• Equipment</li> <li>• Materials</li> </ul>		<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Managers</li> <li>• Trainers</li> <li>• Trainees</li> <li>• Support staff</li> <li>• Capacity building</li> <li>• Motivation</li> </ul>
	Institutional Ability				

### Some Key Success Factors for TVET Innovation

Cooperation	Innovative strength secured by cooperation between the state, chambers, associations and industry in all TVET - related matters
Workplace-based Learning	In-company training fosters TVET relevance and exposure to industry developments
TVET Research	Educational and labour market research for early recognition of trends, technology, best practices and TVET needs. Research in policy and practice sec ures foresight TVET quality. Labour Market Information provides important input for TVET needs research
Sufficient Funding	Sufficient sector funding an resourcing secured through budget, cooperation and facilitating regulation supports is key to applied TVET innovation

### Global Perspectives of TVET

#### *Germany:*

#### Dual training in TVET

- Smooth transition to Work
- QA in Industry done by Chamber of commerce and Federal Inst. of VET
- Funding by MoE and Industry
- Consecutive teacher training model

#### *Korea:*

#### Regulated by a state agency – Korea Skills Qualification Authority (KSQA)

- TVET administered through MoE & Ministry of Labour
- Funding by Government and Private sector (Employment Insurance Levy)

#### *Malaysia:*

- TVET offered by government and private sector.
- Regulated by a state agency – Malaysia Qualification Agency (MQA)
- Funding by government in form of training levy
- QA is by a state Agency

#### *Philippines: -*

- TVET is regulated by TESDA: also in charge of curriculum, assessment and Certification, Occupational standards
- Funded through various sources: National Government, Industry/Employers, Local government units, Student fees

**Globally, TVET Administration** entails Regulation, Occupational Standards, Curriculum development, Assessment, Certification, ,funding, QA, Industry involvement, Greening TVET, Research, Cooperation and Global partnership, Innovation and Recognition of Skilled Persons.

### African Perspectives of TVET

#### African Union Commission TVET strategy objectives:

- Revitalization, modernization and harmonization of TVET in Africa.
- Positioning TVET institution and programs in Africa as vehicles for regional cooperation and integration
- Strengthening TVET for socioeconomic development of partner states



*Ghana: Nigeria*

- TVET Regulated by CTVET and NBTE respectively
- Coordinate industry led occupational Standards development, RPL
- National Qualifications, Industrial Training Advisory Board and the Training Quality Assurance Board

*Malawi; Zambia*

- Regulated by the Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA)
- TVET funding through TEVETA funding Board & training levy.

*Kenya and Tanzania :*

- In Kenya TVET is regulated through TVET Authority (TVETA), while Industrial Training is regulated by National Training Authority (NITA)
- NITA also coordinate training levy and industrial attachment
- Apprenticeship & RPL - in both TVET and Industrial training
- In Tanzania TVET is Regulated through National Council for Technical and Vocational Education and Training (NACTVET) which also coordinate training levy

*In African Context, TVET in a number of countries are harmonized and are coordinated through Agency/Authority*

**TVET Innovations for Job Creation, Employability and Higher Productivity**

- I. Entrepreneurship and Incubation Centers
- ii. Standardization in TVET
- iii. Internship, Job Placement and Career Services
- iv. Funding, CPD and other Incentives
- v. ICT integration
- vi. WorldSkills Competitions
- vii. Fostering Innovation through research and TVET reforms
- viii. Learning from the best and from each other

**1. *Establishment of Entrepreneurship and Incubation Centers***

Why Incubation Centers?

- ✓ Incubation is a combination of business development processes, infrastructure and people, that supports new ventures through the early stages of development.
- ✓ Incubation centres are a sub-set of the wider range of international policies adopted on creation of a facilitative environment for entrepreneurship and business growth.

Best Approach for Incubation Centres

- Promotion of entrepreneurship sector, across various trades;
- Cultural and service industry incubation;
- Adoption of policy mix and objectives;
- Handled as a major part of industry restructuring.
- Introduction of entrepreneurial culture to socially excluded groups;
- Be results oriented.

**2. *Standardization in TVET***

Why Standardization in TVET?

1. Standardized qualification system can provide for recognition of prior learning and competences developed through formal, informal or non - formal settings
2. Regional and global portability of qualifications and mobility of workforce facilitated
3. Recognition and credit transfer among recognized TVET institutions and universities
4. Cross-border recognition of TVET and HE qualifications
5. Harmonization of Expectations and needs between TVET and private sectors

3. Internship, Job Placement and Career Services

Internship opportunities for Trainers and Trainees:

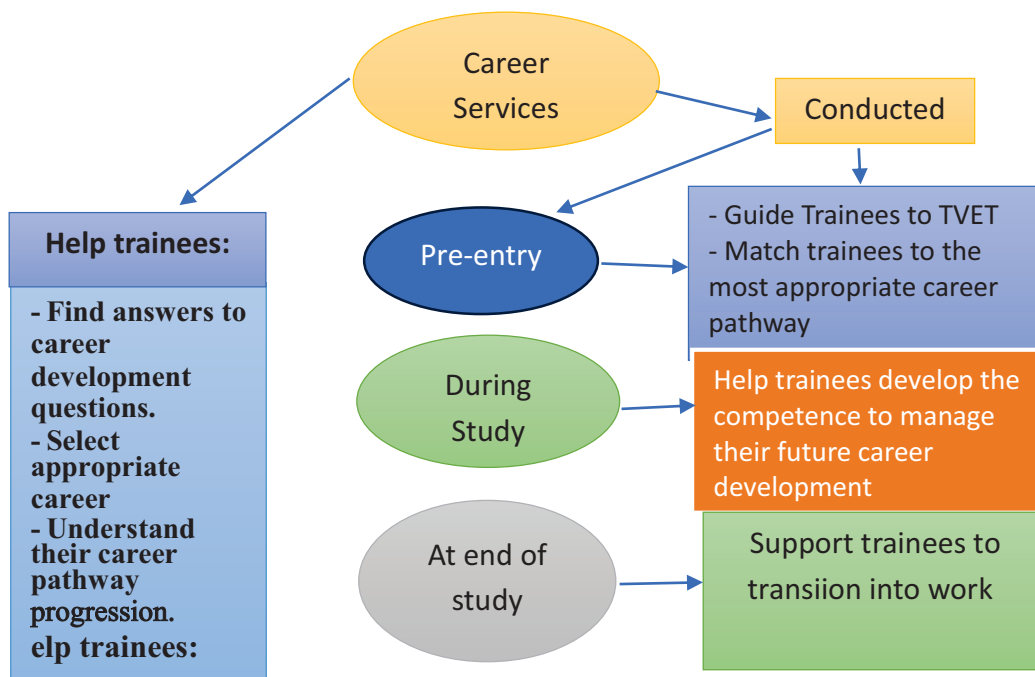
Purpose:

- ✓ To bridge the skills shortage and skills gap caused by technology evolution.
- ✓ To enhance the trainee's adaptability to work after training.

Strategies:

- Incorporation in National Trainer's Framework
- Elaborate training programs.
- Be conducted in industry set up.
- Involvement of industry players throughout the process of curriculum development, implementation and evaluation.

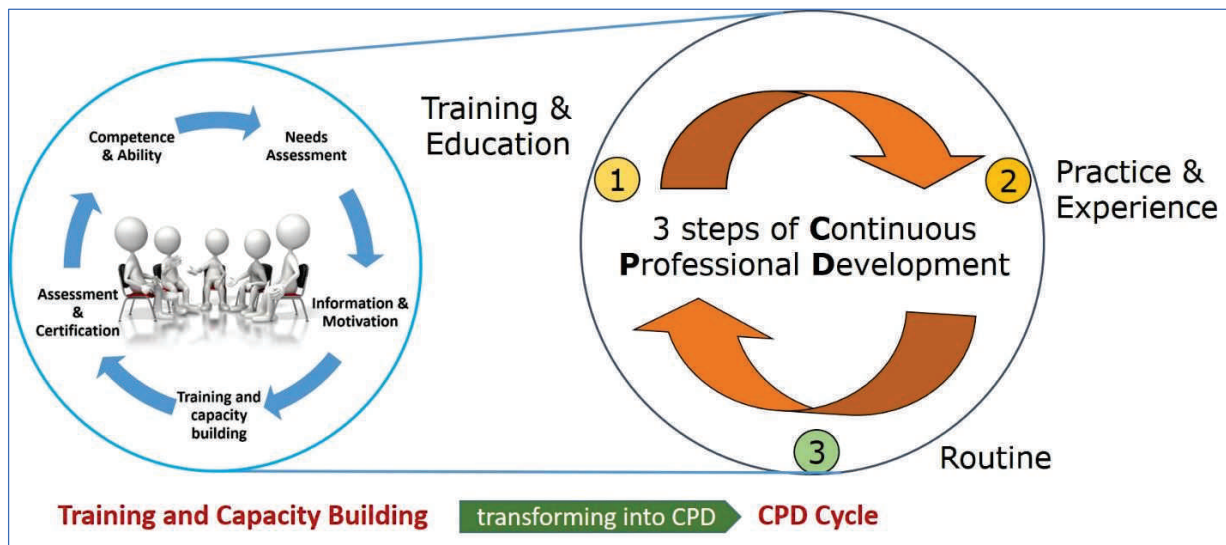
**Job placement and Career services:**



**Enhancing Job placement and Career services**

Strategies	Institutional Careers services units in should provide information on:
Develop a career guidance policy and guidelines in collaboration with relevant public and private stakeholders	<ul style="list-style-type: none"> <li>✓ Career development and employability.</li> <li>✓ Labour market trends and demand.</li> <li>✓ Soft skills like CV writing, Interview preparation, Communication skills, entrepreneurship etc.</li> <li>✓ Matching and information on employment opportunities of partners, through chambers and job announcements</li> </ul>
Establish a Career Guidance Services Unit in every TVET Institution and build institutional capacity in professional career guidance.	
Conduct tracer studies to inform relevant policies and process. E.g curriculum development, career guidance etc.	

**Funding, CPD and other Incentives to facilitate the establishment of a skilled workforce**



<p>Promote Job creation through <b>Financial incentive's</b></p>	<ul style="list-style-type: none"> <li>• <b>Levy scheme</b> – payment made by employers to co-fund skills development and training e.g. Germany through dual VET arrangements, Kenya thro' NITA</li> <li>• <b>Tax incentives</b> – Tax <b>credits/holidays/breaks</b> to employers employing apprentices e.g. France</li> <li>• <b>Subsidy</b> – Government to subsidize skills development -New funding model in Kenya</li> <li>• <b>Grants</b> – To motivate employers to establish extra training places as in Norway and England.</li> <li>• <b>Tooling</b>- For graduates upon successful completion of their training programmes.</li> </ul>
<p>Job creation through <b>No-financial Incentives</b></p>	<ul style="list-style-type: none"> <li>• <b>Redesign of apprenticeship scheme:</b> makes the costs and benefits balance more favourable to employers.</li> <li>• <b>Capacity building</b> employers to make better use of apprentices.</li> <li>• <b>Legislation:</b> demand employers to take in apprentices.</li> <li>• <b>Rebranding:</b> designed to make apprenticeship scheme attractive to employers and apprentices.</li> </ul>
<p>Enhance Productivity through a CPD framework for post apprenticeship</p>	<p><b>Continued Professional Development</b></p> <ul style="list-style-type: none"> <li>➤ Keeps skills and knowledge up-to-date</li> <li>➤ Reduce turnover of workers and costs</li> <li>➤ Boosts confidence and credibility</li> <li>➤ Helps with career progression</li> <li>➤ Advanced Certification Programs: Provide individuals with the opportunity to pursue advanced certifications or qualifications beyond their initial apprenticeship training</li> <li>➤ Mentorship and Coaching: Engaging in mentorship or coaching relationships</li> <li>➤ Lifelong Learning: Emphasizes a continuous learning mindset throughout one's career</li> <li>➤ Specialized Training Programs: Participating in specialized training programs allows individuals to enhance their expertise in specific areas relevant to their profession</li> <li>➤</li> </ul>

## **ICT Integration**

*ICT Integration as a way of on-boarding youth to Digital Economy in Africa*

❑ **In Kenya, efforts are being undertaken in form of:**

- Digital Economy Blueprint
- National ICT Masterplan,
- **JITUME** project that provides **digital superhighway** and virtual digital infrastructure (**VDI**)

Objective of **JITUME** project is to generate 1 million online jobs.

## **Solution to Digital Divide**

❑ *Government to invest in:*

1. Affordable highspeed internet,
2. Connectivity of highspeed internet
3. Enhanced digital skills/ capacity
4. Affordable end-users smart devices.
5. Last mile connectivity to power grid,
6. Research in AI, IOT, software development, advanced automation for future jobs

**Overall AIM: enable more skilled Youth onboard into the Digital economy.**

## **Impacts of Digitalization of TVET**

- ❑ Promotion of innovation that create job opportunities. E.g. Mpesa
- ❑ Position Sub-Saharan Africa as a digital and knowledge economy.
- ❑ Build capacity and enhance technology skills of African youth.
- ❑ Create job opportunities for Millions of youth over the next decade.

## **Promotion and Recognition of Skilled Youth through WorldSkills Competitions**

# **GROUP PRESENTATIONS**

## **GROUP 1**

### **GROWING AFRICAN YOUTHS WITH REQUISITE SKILLS SET FOR INNOVATION, ENTREPRENEURSHIP AND FUTURE WORK WITH INCLUSIVENESS IN FOCUS.**

The Group was able to identify some challenges and offered some recommendations:

#### **CHALLENGES.**

- ✓ Lack of interest of our graduates to go into skills acquisition that are not attached to their certificates.
- ✓ Lack of government support as some parents are incapacitated. Hence some will go into skills that they do not plan to; e.g. a youth with potential will enter into commercial motorcycle transport.
- ✓ No government support and funding for those that have done something with their hands and lack of it is not patronized.
- ✓ Orientation of our youths to overcome inferiority complex in going in for skills acquisition trades.
- ✓ There are problems with our educational system that gives our undergraduates the impression that white-collar jobs is the ultimate thereby enhancing more theoretical aspects than the practical.
- ✓ There is a wide gap between educational institutions and private sectors that are the major employers of labour.
- ✓ There is a lack of a unified standard that will translate our basic skills to marketable technologies.
- ✓ Lack of Re-branding of our skills components when compared with how it is done in other developing countries.
- ✓ Our society is also not helping our youths in gearing towards skills acquisitions creating impression that some of these trades are only for male.
- ✓ No government regulations are strong enough to give orientation and capacity development for our youths to establish them in a particular trade.
- ✓ Lack of recognition of our youths and orientation in various spheres of training has led them into internet fraud - a great monster that has stolen our youths away to look at the money aspect. Some of our youths have the potential but no conducive atmosphere to express it.

#### **RECOMMENDATIONS:**

- ✓ SASASNET should inform the govt to fund and support training/entrepreneurship centers instead of engaging one program or the other without necessary implementation.
- ✓ If the govt can implement 10% of the policies formulated during workshops it will go a long way in getting our youths off the streets.
- ✓ The Govt should revitalize policies that will help empower, equip and recognize identified mastercraft persons in way of registration with trade associations so as to be able to access national and international interventions.
- ✓ SASASNET to propose to Govt to support identified mastercraft persons (MCPs) in getting good materials to be used in training our youths. This will enable them produce superior products and the government should be willing to patronize these products.
- ✓ Apprentices captured for training should be empowered in order to sustain the trainings acquired.
- ✓ SASASNET should Identify skills that can get our youths in clusters and bring about robust sensitization thereby seggregating them in such groups to arouse their passion.
- ✓ The policies of National orientation Agency should create massive awareness that will discourage our youths from internet fraud.
- ✓ The mandate of National directorate of employment should regenerated to achieve it's

### **GROUP 3:**

#### **POLICY DOCUMENT STRUCTURE:**

##### *SECTION 1 - PURPOSE AND CONTEXT*

The purpose of this policy is to reform apprenticeship and skills development agenda in Sub-Saharan Africa to enhance labor mobility, productivity and competitiveness through enhanced quality apprenticeship framework.

##### *SECTION 2 - DEFINITIONS*

For the purposes of this Policy:

- (a) “**apprenticeship**” is described as a form of education and training that is governed by an apprenticeship agreement, that enables an apprentice to acquire the competencies to work in an occupation through structured and remunerated or otherwise financially compensated training consisting of both on-the-job and off-the-job learning and that leads to a recognized qualification;
- (b) “**intermediary**” is described as an entity that coordinates, supports or assists in the provision of an apprenticeship
- (c) “**recognition of prior learning**” is described as a process, undertaken by qualified personnel, of identifying, documenting, assessing and certifying a person's competencies, acquired through formal, non-formal or informal learning, based on established qualification standards

##### *SECTION 3 - POLICY STATEMENT*

This policy document aims to provide a harmonized apprenticeship framework that regulates the provision apprenticeship practices in Sub-Saharan Africa with a view to ensuring quality and portability of apprenticeship.

##### *SECTION 4: POLICY OBJECTIVES*

**The primary objectives of this policy document are to:**

1. Develop standard qualifications for apprenticeship system including occupational standards.
2. Create pathways for upskilling, re-skilling and cross-skilling of the apprentices.
3. Establish a framework for recognition of prior learning standards
4. Provide measures for protection of apprentices in line with minimum labor standards.
5. Establish measure to promote equality and inclusivity.
6. Provide modalities for promotion of quality apprenticeship

##### *SECTION 5 - PROCEDURES*

- a) Competent authorities should be set up with clearly defined responsibilities, adequately funded and work in close cooperation with other authorities or institutions responsible for regulating or delivering education and training, labor inspection, social protection, occupational safety and health, and public and private employment services
- b) Representation should be tripartite to include employers' and workers' organizations
- c) Standards should be prescribed to ensure that enterprises may offer apprenticeships; educational and training institutions may provide off-the-job and on-the-job training; and intermediaries comply with the set standards.
- d) Authorities should develop occupation-specific or general standards, as appropriate, for quality apprenticeships by providing maximum and minimum durations of apprenticeship.

- noble objectives.
- ✓ For inclusivity, the working environment should be favourable for gender mainstreaming and those living with disabilities and Government should be willing to accommodate those living with disabilities and employ them after graduation.
  - ✓ Establishing skills/common facilities centers at various places for mastercrafts person to carry out operations outside their workshops and also create sensitization that skills acquisition is not for the drop outs
  - ✓ SASASNET should ensure that the gap between educational institutions and private sectors be closed by certifying the skills acquired by our youths. To achieve this the MCP should be given approval to first certify the trainee before further certification.
  - ✓ Communities to sensitize the youths in going into technical trades that will lead them into relevant skills acquisition.
  - ✓ SASASNET to suggest duration

## GROUP 2:

### UNIFIED SKILLS QUALIFICATION AND CERTIFICATION SYSTEM N TVET FOR ECONOMIC MIGRATION

The group focused on unifying training, qualification and certification for Skills across the African continent.

S.NO	ACTION ITEM	TIME LINE
01	Unify The Framework for Training Qualification and Certification Across the Region <b>Set:</b> <ul style="list-style-type: none"> <li>✓ Certification Procedures</li> <li>✓ Training Routes</li> <li>✓ Quality Assurance/Control</li> <li>✓ Health and Safety issue</li> </ul>	0-12 MONTH
02	Set The National Skills Framework (and Standards) to Run Co-Currently with the Continental Framework.	0-6MONTHS
03	Set Up A Team Made Up Of 2 Experts Per Member Country To Undertake The Harmonization Exercise.	0-6MONTHS
04	Every country should harmonise their training, qualification and certification framework and transmit same to the unifying team	0-6MONTHS
05	Integrate pathways that allow certificate recognition and skills migration across continent and globally	6-18MONTHS
06	Create an “African Skills Comptency passport that allow legal migration within the continent and globally	12 -24 MONTHS
07	Network with the AU to establish a Continental Skills Certification Board that meet International Best Practice	0-12 MONTHS
08	A Network to interface with the Trade Unions, as Stakeholders, should be established during the implementation stage	0-24 MONTH



**SECTION 6 –IMPLEMENTATION MATRIX**

<b>SNO</b>	<b>Objective</b>	<b>Activities</b>	<b>Timelines</b>	<b>Funding</b>	<b>Responsibility</b>
1	Develop standard qualifications for apprenticeship system including occupational standards.	<ul style="list-style-type: none"> <li>Establish the National Occupational Standards</li> <li>Anchor on to qualification framework,</li> </ul>	6 months	To be advised	Tripartite
2	Create pathways for upskilling, re -skilling and cross-skilling of the apprentices.	<ul style="list-style-type: none"> <li>Develop apprenticeship schemes</li> </ul>	6 months	To be advised	Tripartite
3	Establish a framework for recognition of prior learning standards	<ul style="list-style-type: none"> <li>Develop apprenticeship schemes</li> </ul>	6months	To be advised	Government
4	Provide measures for protection of apprentices in line with minimum labor standards.	<ul style="list-style-type: none"> <li>Develop OSH Guidelines</li> <li>Develop Contract agreements</li> </ul>	6 months	To be advised	Tripartite
5	Provide measures to promote equality and inclusivity	<ul style="list-style-type: none"> <li>Develop guidelines to promote equality and inclusivity</li> <li>Enhance compliance to set international and national standards</li> <li>Provide financing models</li> </ul>	6 months	To be advised	Tripartite
6	Establish modalities for promotion of quality apprenticeship	<ul style="list-style-type: none"> <li>Develop guidelines</li> <li>Carryout sensitization and awareness creation</li> <li>Capacity Building programs</li> </ul>	Continuous	To be advised	Tripartite

**GROUP 4**

**INNOVATIVE FUNDING IN APPRENTICESHIPS AND SKILLS DEVELOPMENT IN SUB-SAHARAN AFRICA**

The following are the ways to generate funds for apprenticeship schemes in Sub-Saharan Africa

- 1) *Grants in the federation account through:*
  - a) Annual budgeting
  - b) Involvement of the Ministry of Labour and Productivity or establishment of the Ministry of Apprenticeship and Skills Development for proper monitoring and accountability.
  - b) Tax as percentages on imported goods that can be produced locally
  - c) Institutional funding from institutions Internal Generated Revenue (IGR)
- 2) *Contributions through member countries (Africa Sub-Sahara)*
- 3) *Private Sectors through: -*
  - a) Industries Corporate Social Services (CSR)
  - b) Apprenticeship incentives to industries
  - c) Industries budgeting for apprenticeship scheme
- 4) Development partners like the World Bank, African Development Bank, etc.
- 5) Philanthropists' activities
- 6) Cooperatives
- 7) Expatriate tax
- 8) Counterparts funding from parents and individual apprentice
- 9) Diaspora funding
- 10) Institutional Alumni

**GROUP 5**

**DEVELOPING A REGISTER OF SKILLED AND CERTIFIED AFRICA YOUTHS  
(OCCUPATION/TRADE SPECIFICATION)**

Who is qualified to be on the register: Someone who has passed through a training and apprenticeship, qualified and certified from an accredited and approved institutions

*Template Register for Skilled and Certified Africa Youths Profile*

**1. BIO DATA**

NAME:.....  
COUNTRY.....  
PROVINCE/STATE.....  
DATE OF BIRTH.....  
GENDER.....  
MARITAL STATUS.....  
PHONE NUMBER.....  
EMAIL ADDRESS.....  
RESIDENT ADDRESS.....  
WORKING LANGUAGE(S).....  
SPECIAL NEEDS (PWD).....

**2. INSTITUTION**

INSTITUTION ATTENDED.....  
YEAR OF GRADUATION.....

**3. QUALIFICATIONS**

CERTIFICATE EARNED.....  
CERTIFICATE NUMBER.....  
OTHER QUALIFICATIONS.....

**4. EXPERIENCE**

YEAR OF EXPERIENCE.....

**5. SPECIALTY**

SECTOR.....  
OCCUPATIONAL TRADE.....  
SPECIALIZATION.....

**6. RELATED PROFESSIONAL BODY**

**Footnotes**

- Institutions should be certified and recognized by SASASNET
- SASASNET should adopt and harmonized TVET standard across Africa Countries
- Develop a digital platform to register qualified artisans
- Develop criteria for registration

## **GROUP 6**

### **DEVELOPMENT OF INFORMAL APPRENTICESHIP AND ITS INTEGRATION INTO NATIONAL TRAINING AND SKILLS DEVELOPMENT IN SUB-SAHARAN AFRICA.**

#### **Introduction**

The group has learned that some SSA countries, which are members of SASANET, have already undertaken some efforts and initiatives towards the integration of the informal apprenticeship into the national skills development and training system of those countries.

It is hereby recommended as a general over-arching recommendation that SASANET should develop an SSA strategy document for informal apprenticeship integration, learning/drawing lessons, and experiences from those member countries.

The following are vital recommendations made:

1. Identification and engagement of key/ relevant stakeholders in informal apprenticeships and getting their buy-in in most importantly government.
2. Mapping and needs assessment of informal sector skills across the economy by in collaboration with national public institutions if they exist.
3. Development of national qualifications framework for all skills and development pathways including national informal apprenticeship.
4. Validation and finalization of the national qualifications framework by all the stakeholders.
5. Develop national informal apprenticeship policy based on the national qualifications framework.
6. Legislation of the policy (act of parliament)
7. Development of national road map for implementation

## **GROUP 7**

### **ORGANIZING AND CREATING SKILLS COMPETITION FOR YOUTHS OF MEMBER COUNTRIES UNDER THE SUB-SAHARAN SKILLS AND APPRENTICESHIP STAKEHOLDERS NETWORK.**

Organizing a skills competition for youth in various trades like welding, carpentry, etc. can be a rewarding and impactful initiative. Such events can provide young individuals with a platform to showcase their talents, learn from experts, and foster a passion for skilled trades. Here's a step-by-step guide on how to organize and create a successful competition:

1. Define the Objectives: Determine the primary objectives of the competition. Is it to promote skilled trades among youth, identify and reward talent, or encourage vocational education? Clarifying the goals will help guide the entire planning process.
2. Form a Planning Committee: Assemble a team of individuals who are passionate about promoting skilled trades. This committee will be responsible for organizing, coordinating, and overseeing the entire event.
3. Select the Trades: Decide on the specific trades you want to include in the competition, such as welding, carpentry, plumbing, electrical work, etc. Ensure that these trades align with the interests and relevance to the local job market.
4. Secure Venue and Resources: Find a suitable location to host the competition, such as a vocational training center, a community college, or an expo hall. Arrange for the necessary tools, equipment, materials, and safety gear for each trade.
5. Set Competition Categories: Within each trade, create categories based on skill levels (e.g., beginner, intermediate, advanced) or specific tasks (e.g., welding fabrication, carpentry joinery). This allows participants to compete in areas they are most comfortable with.
6. Invite Participants: Reach out to local schools, vocational institutions, and community organizations to invite young participants interested in these trades. Advertise the event through social media, flyers, and word-of-mouth to attract a diverse group of participants.

7. **Secure Sponsors and Funding:** Seek support from local businesses, industries, and government agencies that have an interest in promoting skilled labor. Sponsors can provide financial assistance, equipment, or other resources required for the event.
8. **Recruit Judges:** Enlist experienced professionals from the respective trades to serve as judges. They will evaluate participants based on their skills, craftsmanship, and adherence to safety standards.
9. **Develop Competition Guidelines:** Prepare a detailed set of rules and guidelines for each trade category. Include information on scoring criteria, safety protocols, and other important instructions.
10. **Arrange Workstations and Safety Measures:** Organize workstations for each trade category with all the necessary tools and equipment. Ensure that safety measures are in place to protect participants and spectators during the competition.
11. **Plan Educational Workshops:** Alongside the competition, consider hosting educational workshops or demonstrations by industry experts. These workshops can offer valuable insights and knowledge to both participants and attendees.
12. **Promote Networking Opportunities:** Encourage participants, judges, and sponsors to interact and network during the event. Building connections within the industry can be beneficial for the future careers of the youth involved.
13. **Award Ceremony:** At the end of the competition, host an award ceremony to recognize the winners and participants. Offer prizes, certificates, or scholarships to the top performers.
14. **Collect Feedback and Improve:** After the event, gather feedback from participants, judges, and attendees to identify areas for improvement. Use this feedback to make the competition even better in the future.
15. **Continuation and Expansion:** Consider making the competition an annual event and explore possibilities for expanding the reach of the program to include more trades and participants.

By organizing a skills competition for the youth, you can play a crucial role in encouraging and nurturing the next generation of skilled professionals in various trades, ultimately benefiting industries and communities as a whole.

# **COMMUNIQUE**

**COMMUNIQUE OF THE LAUNCHING OF SASASNET AND THE WORKSHOP,  
HELD AT ABUJA CONTINENTAL HOTEL FROM 24TH TO 25TH JULY, 2023**

**PREAMBLE:**

The recent Regional Workshop in Cotonou, Republic of Benin, held February 23-24, 2023, organized by the International Labour Organisation (ILO), the World Bank, and the Government of Benin, deliberated on the informal apprenticeships across Sub-Saharan Africa and concluded that Governments and Organized Private Sector (OPS) must join hands to upgrade and formalize all informal apprenticeships in the region. It was in that workshop that some delegates decided to set up the Sub-Saharan Africa Skills and Apprenticeship Stakeholders Network (SASASNET), initially for English Speaking countries as we noticed Francophone Africa are far ahead of us in skills development.

The primary objective is for our Sub-Saharan Africa to share experiences in apprenticeship training in the skills development agenda to enable us become self-sufficient and even have surplus certified skilled labour for export.

It is therefore, envisaged that SASASNET shall create a platform to share experiences in this effort and even share our various National Occupational Standards as well as, and develop an African Skills Qualification Framework (ASQF) that will enable ease of labour migration across the Continent especially with the upcoming Africa Continental Free Trade Agreement (AfCTA) initiative.

Similarly, it creates opportunity to share knowledge and experience regarding policies and practices on how to preserve and improve apprenticeship systems in the informal economy to promote quality, innovation, economic development, and social justice, and to support policy dialogue for the incorporation of these good practices into national and regional training and employment promotion policies

Consequently, the Workshop deliberated and observed the following:

1. The need for SASASNET to engage in vigorous public awareness and engagement to change the negative perception of public on value of skills and apprenticeship.
2. The Dangote Refinery in Nigeria under construction has engaged thousands of imported workforce from India, while our youths lack the required skills to be engaged.
3. Africa should avoid a repeat of the same in the upcoming \$25bn Trans-Saharan Gas Pipeline traversing Gulf of Guinea to Europe.
4. The absence of National Occupational Standards in many countries.
5. The absence of pathways to recognize skills obtained in the informal sector in most SSA countries.
6. The lack of opportunity for skilled labour migration across African regions.
7. The negative social perception of skilled workers.
8. The weak interface that exists between trade unions/associations and skills/apprenticeship development.
9. The absence of coordination of skills development activities and interventions from development partners.
10. The absence of inclusivity and equality in skills training and development especially for women, vulnerable youths and persons with disabilities.
11. The weak partnership and cooperation in skills training amongst English speaking SSA countries.

## **RESOLUTIONS:**

The workshop deliberated and decided on the '**ABUJA ACTION PLAN ON AFRICAN SKILLS AND APPRENTICESHIPS**' with the following resolutions:

1. Skills development activities should be streamlined under the National Skills Council or similar bodies across member Countries.
2. Integrate pathways that allow certificate recognition and skills migration across continent and globally.
3. Each member country should harmonise their Training, Qualification and Certification Framework and transmit same to the SASASNET Secretariat
4. Mapping and needs assessment of informal sector skills across the economy in collaboration with national public institutions.
5. Create an “African Skills Passport” (ASP) that allow legal skills migration within Sub-Saharan Africa.
6. SASASNET shall network with the African Union to establish a Continental Skills Qualifications and Certification Board (CSQCB) that meets international best practice.
7. SASASNET shall promote the development of a REGISTER (Data Base) and Labour Market Information System (LMIS) of skilled and certified African youths.
8. SASASNET shall promote the skills development and Apprenticeship Policy in the member Countries.
9. Innovative Funding for Apprenticeship shall be developed by each member country
10. Relevant Trade unions/associations should be involved as stakeholders in all the processes of Apprenticeship training.
11. Each member country shall develop its National Skills Qualifications Framework (NSQF) with adequate provisions for the informal sector.
12. Provide appropriate legislation for NSQFs.
13. SASASNET shall collaborate with World Skills to promote competition and talent hunt amongst African youths.
14. Integrate NEET (Not in Education, Employment and Training) into the apprenticeship training programme to promote inclusivity.
15. The workshop resolved that NBTE Nigeria shall host the Secretariat of the Network.
16. The Kenyan Delegation has offered to host the next General Assembly and Workshop of SASASNET in 2024.

**Done on this 25th Day of July, 2023 in Abuja, The Federal Republic of Nigeria.**

**Hon. Ousman Sillah,  
SECRETARY GENERAL, SASASNET  
Email: <ndungu104@gmail.com>**



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