

Investment in training of trainers and entrepreneurs : lessons learned from country case studies

**ICQN-TVSD Ministerial Conference
« Investing in training of trainers and
entrepreneurs »
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SERENA Hotel**

Outline

- The preparation process
- Issues raised by the literature review
- Issues raised by country reports
- On going Innovative experiences/practices under development
- Recommendations

The preparation process

- A literature review on the theme of the conference
- Country reports written using a common methodology
- 10 reports were included in the analysis
3 arrived late and have not been analyzed
- The literature review, reports and summaries of all reports (in French and English) and 13 reports are available on the ADEA website / ICQN / TVSD

Issues raised by the literature review (1)

First observation: TVET or TVSD?

- Addressing the training of trainers is **to take into account all training systems and skills acquisition courses, whether formal, non-formal or informal**
- This **involves a fundamental transformation of the current TVET system** that tends to marginalize forms of training of informal apprenticeship type, renovated traditional apprenticeship, work-based or professional qualification courses leading to employability

Issues raised by the literature review

(2)

Second observation: underinvestment in the ToTE policies

- Current TVET practices do not sufficiently bring together trainers and managers with corporate realities or the world of work
- New developments or innovations in industry are insufficiently taken into account in the training systems
- Reasons identified for lack of investment in the ToTE lie in the fragmented management of TVET and insignificant financial resources allocated to it.

Issues raised by the literature review (3)

Third observation: ToTE has little or no relevance to real challenges

- ToTE does not sufficiently address the difficulties faced by young people (educational shortcomings, discouragement over their job search ...)
- Trainers often lack pedagogical expertise to support the training of their students/trainees
- Trainers lack practical knowledge of work situations for which they are preparing their trainees

Issues raised by the literature review (4)

Fourth observation: lack of training in the informal sector

- Most young people acquire skills in rural and urban informal sectors
- Despite a recent awareness of the importance of investing in the development of informal skills, too few countries focus on the training of trainers and entrepreneurs of this sector
- FFE policy can no longer ignore the many learning and entrepreneurs masters who professionalized the vast majority of youth

Issues raised by country reports

First observation: ToTE is not featured as top priority in national TVET policies

- ToTE is not always a line item in an already-weak TVET budget
- When it does, it often concerns the statutory training
- It is not sufficiently linked to new developments in the world of work
- It does not sufficiently cover contract and individual trainers involved in training systems even if there are very timid beginnings

Issues raised by country reports (2)

Second observation: ToTE is too often limited to: who recruits, at what level, for what status?

- Many reports reflect the levels and conditions of recruitment which remain largely academic
- More and more countries are recruiting contract trainers from entrepreneurs and some professionals without giving them a real status
- The evolution underway in the country towards dual training schemes and apprenticeship raises the question of missions and status of trainers
- The role and the status of professional trainers / entrepreneurs is increasingly becoming an issue

Issues raised by country reports

(3)

Third observation: the need to promote ToTE is however present in all reports

- Creation of institutions geared towards ToTE of the “pedagogical resource centers” and/or “Training Institutes for training engineering”
- Redefinition of the missions of existing institutions
- Awareness that we must both strengthen pedagogical, technical and vocational capabilities of trainers
- Alignment of the various institutions involved in ToTE
- Development of training actions vis-à-vis specific categories of trainers

Issues raised by country reports

(4)

- Fourth observation: there are notable advances in TVET / enterprise partnership
- The professionals involved in the revision of existing programs through competency-based Approach (CBA) (almost all countries)
- Entrepreneurs are involved in entrepreneurship training (Botswana, Rwanda)
- Professionals are increasingly called upon to intervene in sector training centers (Cameroon)
- The Ministry systematically using trainers from the professional world in some trades (CIV)

Issues raised by country reports (5)

Fourth observation: there are notable advances in TVET / enterprises partnership

- Entrepreneurs are involved in many non-formal training or apprenticeship alternating type under development (Niger)
- Professional counselors support young people and in particular women with attractive projects business creation as well as informal sector entrepreneurs development capacity (Rwanda)
- Patrons / master craftsmen are involved in training schemes and integration of young people (Chad)
- The world of work professionals supervise student teachers in their practical training (Chad)

On-going Innovative practices

- Recognized the role of entrepreneurs in the training centers for the creation of companies in Benin
- The development of incubation centers (Benin, Rwanda, Botswana, Ghana)
- The planned and ongoing strengthening of the capacities of artisans and entrepreneurs and learning masters (Cameroon)
- Have professional experience: a prerequisite for becoming a trainer in some sectors (Ivory Coast, Mauritius)
- The regular posting of corporate trainers (Mauritius)

On-going Innovative practices

- Implementation of open and “outside the walls” training with agricultural professionals (Niger)
- Development of specific training to enhance the skills of entrepreneurs involved in various training systems (Niger)
- Integration of the training of trainers as a strategic axis of the national employment policy and vocational training 2015/2019 (Madagascar)
- TVET-specific national qualifications and certification frameworks have been established (Rwanda, Botswana, Ghana)

On-going Innovative practices

- Early implementation of national qualifications frameworks in order to recognize the skills of trainers and professionals trained (planned in many countries)
- The strengthening of pedagogical and technical skills of trainers, a critical component of the strategy to maintain the quality of training (Mauritius)
- Training of company tutors, the use of resource persons for training (Mauritius)
- The inclusion of the training of apprentice master trainers in the training systems (Ghana)

Recommendations

1. continue the ongoing reform process by systematizing it
2. place the ToTE at the center of the reform of TVET and its evolution towards TVSD (intangible investment)
3. not separating ToTE and upgrading of facilities and training equipment (hardware investment)

Recommendations

- Define the trainer from a triple positioning: technical (mastery of a specialty), pedagogical (capacity of students to advance from their current situation) and professional (requirement of professionalism in real work situations)

Recommendations

- Consider entrepreneurs as full-fledged beneficiaries of existing and future ToTE systems
- Significantly increase the skills of informal sector entrepreneurs that train the youth work situation