

Summary Literature Review on Training for Trainers and Entrepreneurs

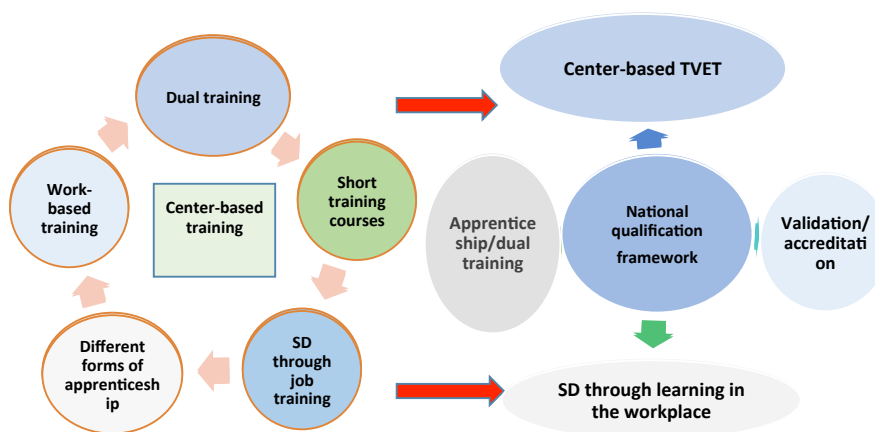
Training of trainers for TVET or for TVSD?

Technical and vocational education and training (TVET) refers to “the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life.” (UNESCO and ILO, 2001)¹.

“The term technical and vocational skills development (TVSD) refers to the acquisition of knowledge, practical competencies, knowhow and attitudes necessary to perform a certain trade or occupation in the labour market (AEO, 2008).”² It is the broader notion adopted by the OECD and AfDB for TVET. TVET has thus become a constituent part of TVSD, thus reflecting the reality of lifelong learning and in particular the circumstances of people in Africa where, “in some countries, the informal sector accounts for more than 80% of all skills training”, as noted by a study conducted by ADEA in 2012. According to ADEA, “the reality of skills acquisition in Africa, which is informal-sector dominated, calls for a paradigm shift in skilling Africa from a school-based formal TVET system to a holistic and inclusive system of TVSD.” The organisation stresses that TVSD also aims to bring about the sustainable socio-economic growth of Africa.

The current situation

Bringing about the shift from TVET to TVSD, where the system includes formal, non-formal and informal training options



Informal meeting DG Development, January 2001

¹ - Unesco, (2001). *Normative instruments concerning Technical and Vocational Education and Training*.

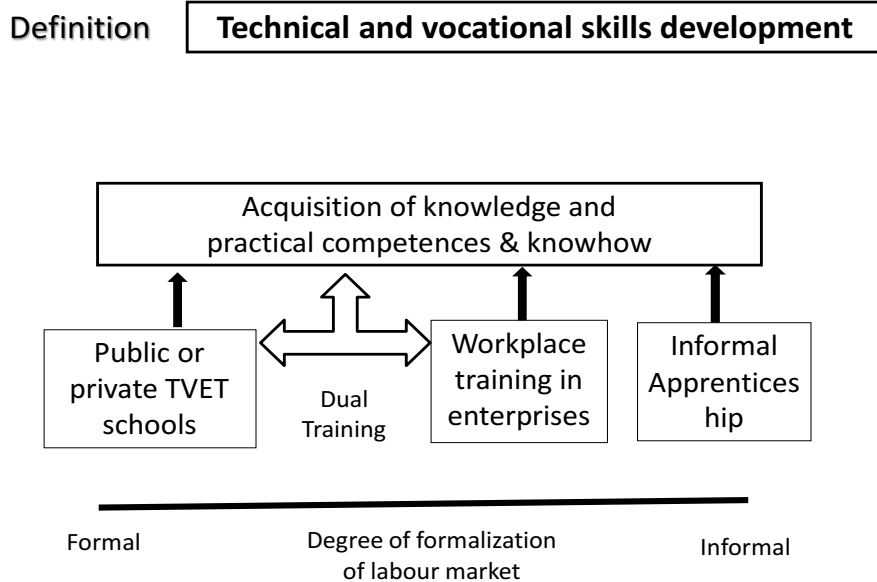
² - African Economic Outlook, (2008). *The Rationale for Technical and Vocational Skills Development*. www.africaneconomicoutlook.org

Trainers and entrepreneurs

Trainers and entrepreneurs include all adult persons involved in passing on knowledge in various ways and at different levels. The above-mentioned study by **ADEA in 2012**, States that “*TVSD takes place at different levels, in different types of formal, non formal and informal learning environments. These include technical and vocational schools, polytechnics, business enterprises, and apprenticeship training centres.*” This explains the title of this paper, as entrepreneurs include various sorts of vocational training – sometimes formal, sometime less so – in their productive activities for millions of young people in Africa, and in both urban and rural areas. They are thus just as important as trainers in TVET, and there are many more of them, even though the majority of entrepreneurs are not yet acknowledged for their training activities.

Formal, non-formal and informal TVSD

As with education, the different ways of acquiring knowledge in TVSD, as well as its status and the role of the actors and structures concerned can be divided into formal, non-formal and informal categories.



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The political and institutional situation of training for trainers and entrepreneurs (TTE) within international TVET and TVSD frameworks

Several international declarations have a direct link with TTE in the framework of TVET/TVSD.

The **Bonn Declaration (2004)**³ states that “*skills development leading to age-appropriate TVET should be integral to education at all levels, and can **no longer be regarded as optional or marginal.***” Where this is not so, as is still too often the case, trainers suffer from the consequences of TVET having such a position at their level of training.

³ ---(2004). Bonn Declaration.

The Framework for Action in TVET⁴ (Unesco- Breda, 2010) notes that: *a) Personnel in informal TVET institutions need to be exposed to the realities in the world of work and of the labour market; b) Personnel that pilots and delivers training in a non-formal context, such as traditional apprenticeship or work-place training, needs to acquire supplementary qualifications ... Guidance and counselling for learners, including post-training support for job placement or business start-up, require competencies that are rarely conveyed in teacher training and staff development programmes.* It should be noted that while this Framework for Action explicitly refers to TVET, it also refers to non-formal environments in which vocational skills are required, which reflects the progress being made towards the inclusive concept of TVSD.

The Shanghai Consensus (2012)⁵ takes the Bonn declaration further, stating that it is necessary to “enhance the relevance of TVET Promote **the integration of information and communication technologies (ICTs)** in “TVET to reflect the **transformations taking place in the workplace and in society at large**” and “Pay particular attention to **professions suffering from a deficit of skilled personnel.**” It proposes “to make efforts to **enhance quality** across the various types of TVET and in the multiple settings where it takes place, including through the definition of quality standards and benchmarks” and to “Reinforce frameworks and instruments **to improve collection of quantitative and qualitative evidence** relevant to the formulation of the national policy agenda, including **data on teachers and trainers.**”

The shift from TVET to TVSD is starting to come about in the international debate, including with regard to the people concerned, given that TTE is not however specifically dealt with by these international frameworks.

From ignorance of TVSD to its (re)discovery: issues and obstacles for TTE

In recent decades, there have been several publications on TVET/TVSD issues, and much greater attention has been given to the matter (Unesco, 2015)⁶. For several countries, the economic circumstances and the need to make social and economic progress means that improving TVSD is not just an option but a necessity. The IIBCA Newsletter (Unesco-IIBCA, 2011)⁷, notes that TVSD “has been neglected in the national and international education policy agenda for many years in Africa, for a variety of reasons, including: the mismatch between training and labour market needs, high training cost, and poor quality of training.” This has consequences for trainers and entrepreneurs, as well as for their training.

The international and national publications selected for the purposes of this desk review deal with several aspects of TVSD: the necessary policies, funding, links and pathways to be established between TVSD and formal education, the quality of curricula, the need to adapt to countries’ socio-economic circumstances, gender, ICTs, the role of private training providers, challenges related to demographics and illiteracy, the links between TVSD and countries’ economic well-being, and so on. However, one thing these publications have in common is that they focus little on the specific aspect of TTE.

⁴ UNESCO-BREDA, (2010). A framework for action to promote the reform of technical and vocational education and training (TVET) in sub-Saharan Africa in support of the Plan of Action for the African Union.

⁵ ---, (2012). Shanghai Consensus.

⁶ UNESCO, (2015). *Education for All Global Monitoring Report 2000-2015: Achievements and Challenges*. UNESCO.

⁷ Yonemura, A., (2011). *The role of teacher training in TVET in Africa*. UNESCO-IIBCA, Newsletter. Vol 13, No2, December 2011.

However, there does seem to have been one notable change since 2010, as one study points out, the preparation and updating of teachers and trainers is starting to be better understood in quite a few countries (**GDFVET/ILO, 2010**),⁸ but this is not yet sufficiently reflected in the study of how TVET staff are trained, and even less so regarding training for entrepreneurs.

Reasons for the lack of investment in TTE

First, **TVET management is extremely fragmented (UNESCO-Breda, 2010)**. UNESCO uses the term “sub-systems” to refer to a whole range of private and public schemes and measures. “Numerous ... actors exist that engage in TVET. Each of them may have its own policies, standards, programmes, curricula, target groups, delivery methods, and budget sources.” This report states that these sub-systems can come under the responsibility of all sorts of different ministries, including those responsible for education, employment, health, youth and agriculture, not to mention the non-state stakeholders involved. The matter of which public bodies should be responsible for organising training for trainers is therefore still an issue. While training for trainers poses various problems as far as TVET governance is concerned, there is no debate at all on training for entrepreneurs, because it is poorly understood both in qualitative and quantitative terms.

Second, there is **little public funding**. While several studies deal with diverse aspects of TVET funding (sources, mechanisms and systems, the effectiveness of different systems, amounts granted, access to funds, the low level of the TVSD budget in comparison to traditional education, using quality and effectiveness as criteria for funding), and while a great many stakeholders acknowledge the importance of TTE for the success of TVSD, no document deals with the issue of TTE funding even within the TVSD area. This is not surprising, given that barely 2 to 6% of public funding of general school education is spent on TVET (**AFD, 2014**).⁹ This lack of funding is explained by the fact that investment in TVET fell by over 40% in Africa during the 1990s (**World Bank, 2004**), reflecting the competition with other areas deemed to be a priority, such as education for all. Moreover, the **GDFVET/ILO study (2010)** points out that TVET is a costly form of education and that its sparse funding is being limited even further by cuts in development aid and the effects of the economic crisis on countries’ ability to contribute.

Third, the informal sector continues to be the poor relation of TVSD. The AFD study (**AFD, 2007**)¹⁰ notes that governments provide training that is aimed more at the formal sector than the informal sector. This problem is compounded by a lack of knowledge about the informal sector’s education and training needs, as an ILO survey points out: (**ILO, 2013**)¹¹: “Their lack of compliance with legal and regulatory frameworks means they are often unable to access the support and services they require.”

⁸ GDFVET-ILO, 2010. Teachers and trainers for the future: *technical and vocational education and training in a changing world*. Geneva. ILO.

⁹ Walther, R. (2014). *The Financing of Vocational Training in Africa. Rules and Specificities of Vocational Training Funds*. AFD.

¹⁰ Walther, R. (2007). Vocational training in the informal sector or how to stimulate the countries developing countries. AFD.

¹¹ ILO, (2013). *Entrepreneurship, Skills Development, Finance. The Informal Economy and Decent Work: A Policy Resource Guide supporting transitions to formality*.

Training of trainers

Effective training of trainers must include measures prior to, during, and after training itself.

Prior to the training

Any discussion of TTE should consider contextual challenges such as learners' profiles, needs and motivation: the literature suggests that this is not really happening. Trainers need to meet the needs of young people coming out of an education system that is not very effective (**World Bank, 2001**), and they also have the task of training many people from rural areas who are increasingly migrating to cities in order to exercise a trade in the place of their choice (**Debouvry, 2009**).

Learners' motivation should also be taken into account prior to TTE. The **OCDE/BAD report (2012)**¹² states that in all of the countries analysed, there are more young discouraged people than officially unemployed, and this means that the difficulty young people have in finding work is very considerably underestimated. Similarly, many young people are neither in school nor in the labour market (ETF, 2012), and, given the poor vocational training system, they tend to drop out and return to the informal sector (**World Bank, 2001**).

During the training

At present, TTE is considered in the context of the supply-led training model, which several authors deplore. The lack of data on labour market and employment needs makes it impossible to decide which training is necessary for which target group, and which sort of training methods should be used (**ETF, 2012**).

The skills of trainers in the TVET system should also be considered. While the name "trainer" is used for people who have all sorts of different initial and/or further training, the delivery of training is generally characterised by poor skills supposed in terms of content and pedagogy. One study (**ILO, 2010**) observes that, in developing countries, there is a lack of practical experience in the field of training and poor of the world of business. The ILO also notes the absence of any notion of instructional techniques, explaining that trainers are often directly appointed without any training in pedagogy. Older studies (**ETF, 2003, UNESCO, 2003**) underscore the lack of skills in communication, training development, curriculum design, dual education methods and competency-based approaches.

Numerous challenges remain because decisions on training content must in general be made in relation to occupations being exercised now, but which are subject to rapid change. The **GIZ Guide (2014)**¹³ emphasises the consequences the development of the green economy will have on TVSD and thus TTE. Trainers are having to train in several different areas and existing curricula are not sufficiently developed to enable them to effectively pass on additional skills such as those in the field of ICT (**Unesco, 2011**)¹⁴ or entrepreneurship (**Dalberg, 2014**).

After the training

The **ILO (2010)** believes the time is right to network and involve teachers, trainers and businesses in order to obtain their opinion and get them involved in forging a better learning environment. It quotes Grollman and Rauner (2007), who describe trainers as agents of change and conduits of policies. It also quotes Grootings and Nielsen (2005), who talk about accompanying the learning process, in order to stress the importance of involving trainers in decision-making.

¹² AfDB, (2012). *Technical and vocational skills development in Africa*.

¹³ GIZ, (2014). *Greening TVET. A guide of practitioners. College initiative in South Africa*. Pretoria. Skills for green jobs.

¹⁴ UNESCO, (2011). *ICTs in TVET*.

Training programmes must be well implemented if they are to be effective in providing young people with skills and helping them into employment. However, for this to happen, trainers will need courses and materials that are no longer obsolete (**World Bank, 2001, UNESCO, 2003**). They should also participate in the design of training programmes (**ETF, 2002**) and should master ICTs that facilitate learning (**World Bank, 2007**). Lastly, their profile must be adapted to the courses they deliver, and they must have an increasingly wide range of interdisciplinary skills to deal with changes in occupations.

The specific characteristics of training in the informal sector

There is still relatively little literature on the subject, but what does exist almost exclusively focuses on the training of trainers and TVET. However, most young people acquire their skills in the rural and urban informal sector. Whilst decision-makers are starting to become more aware of non-formal and informal training, which is organised in traditional and specifically-adapted ways, empirical understanding of these diverse practices is very limited.

However, a large number of programmes, projects, and schemes have in recent decades been organised by NGOs, communities, foundations and national and international associations. Unfortunately however, there has rarely ever been any systematic analysis of these experiences and the resulting knowledge (Carton, 1980).¹⁵ This could help decision makers to develop public policies and/or public-private partnerships.

Training for entrepreneurs in the informal sector displays a number of specific characteristics, and there are certain challenges which should be highlighted. The **World Bank report (2006)**¹⁶ expresses surprise that “*despite the growing importance of informal employment, skills acquisition among informal workers does not yet play an important role in the policy agenda.*” The OECD stresses that “*very few countries emphasize skills development in the informal sector, the largest employer and source of training in Africa*” (**AEO, 2008**), whereas the informal sector employs between 60 and 90% of people in the labour force (**AFD, 2014**).

Few studies have examined training of entrepreneurs in the informal sector. There are significant training needs, but little information exists, aside from that collected in certain countries with labour market observatories which have established the link with training needs (**UNESCO, 2010**). The study on skills development and the informal sector (**EU, 2013**)¹⁷ suggests identifying existing schemes with a view to strengthening them instead developing something totally new. It also suggests evaluating the impact training has in terms of changing mentalities and social behaviour and increasing income. The study “*Improving Skills in the Informal Sector*” (**World Bank, 2013**)¹⁸ clearly shows how better training for the trainers and entrepreneurs involved in the traditional apprenticeship process, and particularly in reformed apprenticeships, provides young people with the wide range of skills they need in order to find work in small and very small businesses in this sector.

¹⁵ Carton, M. (1980) La formation dans le secteur non structuré en Afrique, Genève, BIT (WEP 2-33/Doc. 18)

¹⁶ Carrero Perez, E., Hakim, G., (2006). Reforming TVET in the Middle East and North Africa. ETF. The World Bank.

¹⁷ Walther, R. (2013). *Etude sur le développement des compétences dans l'économie informelle*. EU. Europaid.

¹⁸ Adams, V. et al. (2013), *Improving Skills in Informal Sector, Strategies for Sub-Saharan Africa*. The World Bank.

TTE and gender

Gender analysis in the TTE field is not yet a topical issue. It is starting to be so in the field of TVET in general, as far as learners concerned, with regard to access training, the relevance and adaptation of instructional methods, and the numbers of women and men in certain subject areas. The **ILO study (2015)**¹⁹ shows that more women than men work in the informal sector, particularly in poor countries where there are more barriers to education and training. The lack of gender-based data is the primary obstacle **according to UNESCO, 2012.**²⁰ Aside from the general observation that women have fewer chances than men to access adult education (UNESCO, 2015), the **UNESCO-Unevoc, (2011)**²¹ report shows that no progress can be made on the gender issue while training methods and pedagogical approaches perpetuating gender-based stereotypes are still used. There is no study on gender analysis in TTE, nor on the use of UNESCO's free on-line gender analysis tool for TTE.

Discussions and outlook

While TVET is a core political concern in several countries and the notion of TVSD is making progress, the debate on TTE at continental and regional level is underpinned by very few studies, and only a few countries are debating the matter. There is a huge lack of literature on TTE and, even when it is mentioned, it is rarely the main focus of any proper study or analysis. Why are there no studies on TCE? Is it a problem related to policy development or priorities? Is it the difficulty of putting policy into practice? Is it a matter of limited finance or expertise? Are there communication/publishing issues? Or is it quite simply a lack of interest in the subject? TTE is however recognised as being instrumental for TVSD!

It should be emphasised that TTE literature, especially in/for the informal sector, is not just rare, but there is also a limited range of sources. These furthermore continue to be the reserve of a few specialised agencies. However, governments have committed themselves to involving various partners in producing knowledge on TVSD. How can the very limited number of university sources, theses and the dissertations on TTE for TVSD be explained?

It will therefore be necessary to map the future and identify areas that could contribute to the improvement of TTE in TVSD. Some have been mentioned in part by authors and are of a political, structural, scientific, financial and media-related nature. Some will require major initiatives, but others require small steps, and these can already be taken.

The wealth of information on the schemes and projects presented in the Compendium shows that it is possible to go further and to improve knowledge and understanding, and also to share information on what makes these measures successful. The Desk Review and the Compendium will enable the Kigali Conference to implement the decisions taken in Abidjan in 2014 by making research on TVSD one of the three priorities of the ICQN/TVSD.

¹⁹ Axmann, M., et al. (2015). *Vocational teachers and trainers in a changing world: the imperative of high-quality teacher training systems.*

²⁰ ILO, (2012). *National Strategy for promoting gender equality in TVET, Bangladesh.*

²¹ Foster, H., (2011). *Women and TVET, Report of the UNESCO-Unevoc online conference.* UNESCO-Unevoc.