



SKILLING

EAST AFRICA COMMUNITY

DRAFT REPORT

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EXECUTIVE SUMMARY

Skills and human resource development is not a simple task. However, countries that ignore it become trapped in a low skilled trap where the initial advantage of a low-wage workforce is never built upon through a high skilled workforce. EAC seeks to ensure that it is never trapped in low skilled workforce.

This policy research has discussed the importance of getting it right in Skills development in EAC. It has also discussed the initiatives the EAC has undertaken to develop and manage availability of the required skills. The research has in addition discussed key regional and national practices in Europe, Southeast Asia (South Korea and Singapore), and United Arab Emirates that EAC can draw lessons from to support effective development of skills in the region. Some of the key lessons on skills development include:

- The development of the skilled workforce is not a preserve of the governments and academia only but a responsibility of all: the Governments, Academia, Learners and the Employers. The government needs to play a dominant role in the planning, financing and regulation of skills development. Strategic and targeted allocation of public funds is a very powerful tool in ensuring the skills development is linked to the needs of the economy. Also, the private sector is an important factor in development and financing of skills.
- The right kind of basic education and TVET systems are very key to the development of Skills. The differences in the education systems among the EAC partner states should be viewed positively. The differences provide an opportunity for healthy internal competition among the systems. The competition ensures partner states improve the quality, standards and affordability of their systems.
- Skills development needs to take care of both the current and future needs of the economy. This requires an effective system or framework of classifying skills, competencies, qualifications and occupations. The employers, businesses, education providers and learners need to be aware of this framework. In addition, skills development requires an efficient system to anticipate and asses skills. Also A clear system of recognizing skills, competencies and qualification across partner sates is key to skills development in the region.

- Industrial policy, education and skills development need a coordinated approach. Skills development must support economic development the region.

In brief EAC needs to get it right in her skills development to be able to move up the global value chain and compete effectively in the global markets. Also skills development will enable EAC move from low-productive low-skilled low-wage economic activities to higher skilled, higher technology and higher value added sectors that will elevate the region into a highly developed status and lift her people out of poverty.

The EAC need therefore, to provide a clear regional framework for coordination, management and development of skills in the region. The EAC can draw lessons from the regions especially European Commission and SADC.

The key recommendations from the study are:

Short Term Recommendations

1. Establish a Regional Tripartite Plus Committee on skills development.

This committee should have the Governments, employers, the workers, EAC inter-university council, the TVET providers, the civil society, EABC, The East African Civil Society Organizations' Forum, (EACSO), and EAC Confederation of Informal Sector Organization (CISO). This committee will not only monitor skills development in EAC but also ensure linkage between the labour market and the education and training sector in EAC. There should be a linkage between the committee and the national sectoral committees on skills development. This committee should also ensure that partner states industrial policy, education and skills development are coordinated.

2. Establish EAC Universities-Business Forum (EAC-UBF)

The Forum can be modeled along the EU UBF for regional level. At Partner states, there should be established Thematic Forums specific to the identified needs at the Partner state level.

3. Develop a Regional program for multinationals and large corporations in EAC to support introduction of knowledge, experience, skills and technology to the domestic workforce.

This program developing skills deemed necessary for the specifically targeted growth industrial sectors tied to the future industrial development of EAC. This should also cover the emerging sectors such as the gas and oil sector among others.

Medium Term Recommendations

4. Develop Regional framework of classifying the EAC skills, qualifications, competencies and Occupations.

This will help standardization across the Partner States making it easy for mobility, recognition and matching of skills across the region. Once developed the framework should be popularized among the employers, business, training providers and the learners. This framework needs to cover all the sections including the TVET. This framework can draw inspiration from the EU ESCO, the EAC Qualification framework for higher education and the national qualification frameworks within the partner states. The skills pass based on the framework should be introduced.

5. Establish a Regional skills anticipation and assessment system based on the EU Skills Panorama, Quality Assurance mechanism and Singapore Skills map

This will help in delineating which skills are in demand and the degree which EAC is producing the appropriate supply of skills. This will in identifying the skills needed in the EAC and guide how resources are allocated at partner sates and to develop the required skills.

Long term recommendations

6. Establish a regional skills development fund (EARSDF).

Funds to this Fund be collected from the skills development levy imposed on employers of foreign workers (employing workers outside EAC). Also development partners and large

employers operating across EAC can contribute to this Fund. The Fund should be utilized employers' organization to run programs to train those people already in the workforce, those preparing to join the workforce and those re-entering the workforce on soft and employability skills need to bridge the gap between technical competence and practical work. Also this fund should support the activities of the Regional Tripartite Plus committee on skills development and EAC-UBF.

7. Develop a regional skills online open platform

This can be modeled in line with SADC ODL and EU Credit systems.

1. INTRODUCTION

1.1. Background

Skills and human resource development is not a simple task. However, countries that ignore it become trapped in a low skilled trap where the initial advantage of a low-wage workforce is never built upon through a high skilled workforce. More than 80 percent of the East African Community, EAC, workforce is either low skilled or non skilled. For the skilled workforce a large portion is unemployed or in employment where their skills are underutilized showing existence of skills mismatch in the regional economy. Not only is it important to raise the current skills levels in EAC, it is vital to plan for those skills that are needed in the future, taking into account what skills will be needed with the more advanced sectors that will drive future growth or EAC. This requires not only the EAC partner states to carry national reforms in their local education and training systems, but also to have a proper regional coordination and management of skills development policy at EAC.

Skills development is very essential to the development of EAC region. In the current highly competitive global environment, EAC can no longer compete in the low end market on the basis of price. The Southeast Asia region and especially China is calling the shots. To be able to compete now and in the future, EAC need to produce higher-quality goods with higher added value, which requires higher-quality skills. It is therefore important that the right skills in quality, quantity and relevance to businesses are developed in the region.

EAC seeks to break into world markets. However this cannot happen on the premises of unskilled workforce. In order to move up the global value chain, employers require workers with higher skills sets. It is not possible to attract inward investments from sectors that utilize higher capacity and technology into EAC if EAC does not have people with skills to work in those industries. Insufficient or lack of appropriate skills within the workforce can slow regional development

1.2. EAC at a Glance

The East African Community is a regional organization of 6 Partner States: the Republics of Burundi, Kenya, Rwanda, South Sudan, the United Republic of Tanzania, and the Republic of Uganda that was established by the treaty signed on 30 November 1999 and entered into force on

7 July 2000. It has its headquarters in Arusha, Tanzania. The EAC is home to 150 million citizens, of which 22% is urban population. It has a land area of 1.82 million square kilometers and a combined Gross Domestic Product of US\$ 146 billion (EAC Statistics for 2016).

On education, the EAC net enrolment rate stands at about 91% and 32% for primary and secondary respectively. The literacy rate stands at about 69% and the expenditure on education as a percentage of GDP stood at 4.20% for the year 2012/13. On employment, over 80% of employment is in the informal sector and the unemployment level stands at 2.0%, 2.0%, 9.4%, 10.3% and 12.7% in Burundi, Rwanda, Uganda, Tanzania and Kenya respectively.

The main objective of the establishment of the EAC is the prosperity of the people in the regions. The EAC integration is a four stage model that seeks to attain Customs Union, Common Market, Monetary union and Political Federation. The Common Market Protocol requires the partner states to allow free movement of EAC labour across the partner states. For this freedom to be realized, it requires that the skills in EAC are adequate, relevant and competent enough to take on the current and future employment and entrepreneurial opportunities in EAC.

1.3. Rationale

There is general consensus there is skills gap within the East African Community. The gap is composed of two important elements: inadequate skills in certain cadres and mismatch of skills in others. This leads to high costs of employment as employers are forced not only to pay a higher premium for the scarce skills, but even import those skills from outside the region. This is unacceptable when many of the people in the region remain unemployed. In addition, employers have had to spend a colossal sum of money to retrain graduates they hire to be able to successfully perform the duties they are hired for. It has been noted by various researches that in most cases the graduates lack the competencies and soft skills that are needed to enable them smoothly transit from school to labour market. This phenomenon has not only led to high business costs, but also low productivity in the workforce.

“At Coca-Cola we realised that most of the labour [in Africa] is not very competent, but we pick them and retrain them,”

**Kelvin Balogun –
President of Coca-Cola,
Central, East and West Africa**

EAEO acknowledges the heavy investment in education and training being made by Partner States' governments, private entities and individuals. However for the efforts being made to produce the desired results, a change in approach on education and training in EAC is required.

The employers through EAEO and National Partners need to be at the forefront not in criticizing what is happening but in offering innovative and practical solutions on how EAC and Partner states can address the to the challenge of Skills Gap (both inadequacy and mismatch of skills). This study is aimed at generating information and ideas that will enable the EAEO and her National Partners propose policy interventions and initiatives needed to support development of dynamic, adequate and competitive skills in EAC.

A February 2016 study by the EAEO on free movement of workers across EAC partner states indicated that employers identified skills gap as a great challenge to the free movement of workers across EAC. This gap manifests itself in three ways in EAC: existence of a large unskilled population; existence of skills mismatch; and inadequate skills among the partner states. Addressing the EAC skills gap is not a preserve of the governments and training institutions only. It is a responsibility of all the stakeholders: the EAC governments, employers, learners and training institutions. The EAEO as a leading employers' organization that advocates for the development of the EAC labour market is expected not only to identify the challenges to competitiveness of the EAC labour market, but to also make proposals on how the EAC can address the identified challenges. Skills gap is an identified challenge and the EAEO through this study seeks to propose an innovative and practical way of how the EAC can address it.

1.4. Methodology

This study uses mainly desk top review of the existing literature on skills development both in EAC and other regions. It also collates the views of the National Employers Organizations on skills development in their states.

1.5. Study limitations

Since skills development is a wide area, to make the conclusions relevant and focused, the study will limit itself to regional policy issues on skills development. It will not try to explain, analyze and suggest reforms to the education and training systems, policies and initiatives of each partner states; it leaves that for the National employers' organizations. The study will also not go into

academic arguments but rather limit itself to policy issues on skills development that are important to employers in the region.

2. OVERVIEW OF SKILLS DEVELOPMENT AND MANAGEMENT IN EAC

2.1. EAC Initiatives for Developing Skills

2.1.1. Education systems in EAC

Skills development in EAC is provided in three levels: provision of basic education; provision of Technical, Vocational Education and Training; and provision of higher education and training including university education. Each partner state is implementing its own education system that has very limited or no regard to the education system of another partner states. Burundi operates on the 6-4-3-4 system: Primary School: 6 years; Lower Secondary School: 4 years; Upper Secondary School: 3 years; University Bachelor's degree: 4 years. Principal language of instruction is French.

Since 1985, public education in Kenya has been based on an 8-4-4 system, with eight years of primary education followed by four years of secondary school and four years of college or university. The system is examination oriented. A new system focusing on competence development is under pilot in Kenya and is set to be launched in 2018. Rwanda operates on a 6-3-3-4 system: Primary School – 6 years; Junior Secondary School – 3 years; Senior Secondary School – 3 years; University Bachelor's degree – 4 years. There are 31 Higher Education Institutions in Rwanda, of which 17 are public and 14 are private.

Uganda and Tanzania operate a 7-4-2-3 system: 7 years of primary education, 6 years of secondary education (divided into 4 years of lower secondary and 2 years of upper secondary school), and 3 to 5 years of post-secondary education. The present system has existed since the early 1960s. However Uganda and Tanzania each has her own curriculum.

The differences in the education systems among the EAC partner states should be welcomed. This provides for internal competition among the systems. The competition ensures partner states improve the quality, standards and affordability of their systems. The public investments in each partner states should be limited to its education system. However the private sector players should be allowed to offer training based on any system of their choice. EAC can borrow experiences from United Arab Emirates (UAE) that allows the private sector to offer education training based on other systems different from their national public system.

2.1.2. Technical Vocational Education and Training (TVET) in EAC

At the onset, the Education systems focused more on ensuring the citizens have access to education. However the need to ensure that the citizens get the right skills has become a priority to the region. Partner states are implementing various reforms that are aimed at improving the quality of their education and training systems. Key among the reforms is strengthening of the Technical Vocational Education and Training (TVET) in the partner states. TVET has now become an important part of skills development in the majority of the partner states.

The partner states have elevated the TVET from the system of failures as it was viewed to a well respected system that citizens who are interested in advancing their skills in technical areas can attend. The TVET institutions are from the crafts institutes and village centers of Excellence to Universities. The challenge that remains in fully elevating TVET are three fold: building capacity of TVET institutions; changing the negative attitude citizens have on TVET; and making employers insist on hiring TVET graduates on jobs their skills are needed.

2.1.3. Skills Development Coordination

Skills development is not coordinated at the regional level but rather at National level. Each partner state undertakes both policy and administrative initiatives in development of the skills of her citizens with little or no regard to the initiatives of the other partner states. What has been done is an attempt to push for harmonization of the East African Education Systems and Training Curricula and development of a qualification framework.

Currently, the EAC the Inter-University Council for East Africa (IUCEA) is spearheading reforms in higher education and training. The challenge with this lack of employers involvement in decision making at IUCEA. Another challenge is that it focuses only on higher education with more emphasis on university education. The other levels of education and training do not get proper coordination.

The challenge with developing skills in the region without a proper regional coordination is unnecessary duplication of efforts and initiatives that lead to wastage of resources. For example in the Oil and Gas sector, if each partner state that has oil and gas reserves builds an academy to train for the sector, then most likely the capacity of these institutions will be underutilized. Proper regional coordination is also needed to ensure that there is mutual recognition of

qualifications from other partner states across the region. Currently recognition of qualifications is left at the discretion of the partner states.

2.1.4. Nature of Skills Development

The common feature among all the partner states is that skills development is supply driven. The emphasis on education and training has been more on enabling access and very limited on its relevance to the needs of the business community in EAC.

2.1.5. Policies supporting Skills Development at EAC level

Skills development policies at EAC level include Article 5 of the Treaty that allows the Partner States to undertake concerted measures to foster co-operation in education and training within the Community. This is through the harmonization of curricula, examination, certification and accreditation of education and training institutions in the Partner States through the joint action of their relevant national bodies charged with the preparation of such curricula.

Article 10 (8) of the East African Common Market Protocol requires the Partner States to, within the framework of a joint programme, encourage the exchange of young workers amongst the Partner States. This provision can be used to support development of skills among young workers in EAC.

2.2. EAC Initiatives for Managing Skills

2.2.1. Classification of EAC Skills, Competences, Qualifications, and Occupations

There have been various initiatives both at Partner States level and EAC level to classify skills, competencies, qualifications and occupation. This effort has been through development of Qualification frameworks either at sectoral level or at National level. The five EAC-Partner States, namely Burundi, Kenya, Rwanda, Tanzania and Uganda profess to have National Qualifications Frameworks (NQFs). However on the ground, there exist fragmented frameworks that their implementation is not proven to have had a greater positive impact on the education and training systems, employability of graduates, and performance of the business and employment sectors.

When the frameworks are not properly harmonized and coordination improved, their implementation becomes a challenge to the Partner States. For instance, although Rwanda and Tanzania have advanced a lot in the NQF systems, a 2014 study by EAC on NQF found out that there is considerable evidence of difficulties associated with implementing NQF because of too many ambitions, lack of legal framework, weak awareness and consensus building and lack of ownership by the education and employment sectors. As a result, the intended objectives of improving employability and communication between education and training systems and labour markets have not been realized.

Example of Qualification Frameworks in initiative in Partner States

Rwanda

Rwanda has four disjointed qualification frameworks managed by different educational institutions. They are the Rwanda National Examination Grading System (RNGS) implemented by Rwanda Education Board (REB), Rwanda Technical and Vocational Education and Training Qualification Framework (RTQF) coordinated by Workforce Development Authority (WDA), the Rwanda Qualification Framework for Higher Education implemented by Higher Education Council (HEC) and National Qualification Framework for Adult Education implemented by REB. There has been concerted effort since 2015 to consolidate the frameworks into one Rwanda Qualification framework that will establish the relationship between different qualifications, thereby helping in comparing one's standards with those in other education systems as a basis to study or work elsewhere.

Kenya

Kenya enacted Kenya National Qualification Framework Act in December 2014 that established the Kenya National Qualifications Authority; and provided for the development of a Kenya Qualifications Framework. The Authority has developed a draft qualification framework and is under reviews by the stakeholders. The proposed Qualification Framework is a harmonized framework that covers all sectors and skills at all levels. Other specialized sub-Frameworks shall be developed on the basis of that.

Another challenge on facing Qualification frameworks is awareness. The 2014 Situation Composite EAC report on NQF found out that only 13.8% of the businesses and employers in the EAC region are aware of quality assurance practices and qualifications frameworks in the

higher education system, and 6.8% have heard that the government was working on one. The employers and businesses in EAC are, therefore incapable of demonstrating how qualifications would add value to their current operations. However they are aware that qualifications should be able to facilitate alignment of learning in universities to the labour market.

According to the Situation Composite EAC report on NQF Burundi, Kenya, Rwanda, Tanzania and Uganda all have similar reasons for introducing or seeking to introduce NQFs. These included, among others, as vehicle to:

- improve communication of existing qualifications systems;
- increase transparency of qualifications;
- improve relationships between education and training and labour markets;
- support learners to move between sectors as well as enter or re-enter education and training;
- enable the recognition of prior learning;
- improve quality as part of quality assurance systems, as well as by involving industry in the setting of standards or learning outcomes;
- increase the flexibility of provision of education and training; and
- increase the status of qualifications from technical vocational education and training and workplace-based training

At EAC level, there has been an effort to develop a qualification framework for EAC. However, only the EAC qualification framework for Higher Education was developed. This targeted university level of Education and skills. TVET sector is not covered.

2.2.2. Skills anticipation and skills assessment at the national and EAC level

Skills development require that the system to anticipate and asses skills be put in place. This is the only way a nation will be able to develop skills that are relevant to the employers and business in the economy at any time. Skills anticipation strategies include presence of functional labour market and information system (LMIS), periodic conduct of manpower surveys, and structured Industry academia forums on Skills. These strategies are lacking or limited both at EAC level and in Partner States.

At EAC level, there is no regional LMIS collecting and disseminating information on skill needs and ensuring that this information is used effectively to develop the right skills. At Partner States level, Rwanda, Kenya, Uganda and Tanzania that have developed the National Labour Market Information Systems. Tanzania has three systems, one for mainland, another for Zanzibar and another for Government Employment Agency in the Office of the Prime Minister. For Uganda, the system is not dynamic. Burundi does not have. In addition, a manpower survey for EAC region has not been conducted. Since the coming into force of the East African Common Market Protocol in 2010, there has been an attempt to get the Partner States conduct manpower surveys at the national level. Rwanda and Kenya conducted the surveys in 2011/12 and 2010/11 respectively. Unfortunately, Kenya only analyzed and released basic report. Other Partner States are yet to conduct their manpower surveys.

There are also various forums held between employers and academia targeting skills development at national levels in Partner States. However, these forums are not structured and coordinated well to be able to impact positively and influence skills development. There is need for a proper coordination of these industry academia forums to ensure that discussions influence policy and initiatives on skills development. There are no industry academia forums on Skills development at held EAC level.

3. SKILLS DEVELOPMENT LESSONS FROM OTHER REGIONS

3.1. Europe

The EU has put in place various regional measures and policies to guide development and management of skills in the region. The EU partner states implement these policies and initiatives in their jurisdictions. These measures ensure there is a coordinated approach to skills development across the EU. The measures for developing skills include:

- **The Rethink Education initiative:** This initiative was set up in 2012 to reform education systems across the EU so as to meet growing demand for higher skills levels and reduce unemployment. It provides concrete advice as to how member countries can invest in skills for better socio-economic outcomes. It focuses on three areas in need of reform: quality, accessibility, and funding. Reforms should be designed to: raise basic skills levels, promote apprenticeships, promote entrepreneurial skills, and improve foreign language skills.
- **Recognition of skills and qualifications to make it easier to work and study anywhere in Europe.** This includes: a recommendation on key competences for lifelong learning that stimulates EU countries to develop the provision of key competences for all as part of their lifelong learning strategies; the European Qualifications Framework, EQF, that helps in comparing national qualifications systems, frameworks and their levels to make qualifications more readable and understandable across different countries and systems in Europe; and Validation of non-formal and informal learning to recognise the full range of an individual's knowledge, skills and competences, regardless if acquired within or outside the formal education system.

EU member countries are invited to put the necessary arrangements for validation in place by 2018. Guidelines for implementation of these arrangements in the member countries are being developed. A European Inventory is updated on a regular basis to provide an overview over good practices in the area of validation.

- In addition, the European Commission has developed **the European Job Mobility Portal, EURES and European Skills Passport, Europass**, a set of five standardised documents and a skills passport available for free in 26 languages, designed to enable

users to present their skills, qualifications and experience across Europe. These are to ensure seamless movement of labour across EU partner states.

- Credit systems, **European Credit Transfer and Accumulation System (ECTS), for higher education and European Credit system for Vocational Education and Training (ECVET), for vocational education and training.** ECTS is a credit system designed to make it easier for students to move between different countries. Since they are based on the learning achievements and workload of a course, a student can transfer their ECTS credits from one university to another so they are added up to contribute to an individual's degree programme or training. ECTS is important in addressing the differences between national systems that can lead to problems with the recognition of educational qualifications from other countries and of periods of study taken abroad. Greater transparency of learning achievements simplifies the recognition of studies done in other countries. ECTS also makes it possible to merge different types of learning, such as university and work-based learning, within the same programme of study or in a lifelong learning perspective.

The aim of the ECVET is to: make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – so that they can count towards vocational qualifications; make it more attractive to move between different countries and learning environments; increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer; and increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.

- **Quality assurance arrangements in higher education and vocational education and training.** The arrangements include: Recommendation on further European cooperation in quality assurance in higher education; European Standards and Guidelines for Quality Assurance; European Quality Assurance Register (EQAR); European Quality Assurance in Vocational Education and Training (EQAVET); Council Recommendation on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training; establishment of the European Association for Quality

Assurance in Higher Education (ENQA) - an umbrella organisation which represents quality assurance organisations from the European Higher Education Area (EHEA) member states. ENQA promotes European co-operation in the field of quality assurance in higher education and disseminates information and expertise among its members and towards stakeholders in order to develop and share good practice and to foster the European dimension of quality assurance. In addition European Commission in collaboration with BUSINESSEUROPE and other EU Education stakeholders developed the *Standards and guidelines for quality assurance in the European Higher Education Area* (ESG). These were adopted by the Ministers responsible for higher education in 2005.

- The Grand Coalition for Digital Jobs: a multi-stakeholder partnership to tackle the lack of ICT skills and the thousands of unfilled ICT-related vacancies
- The Entrepreneurship 2020 Action plan: a blueprint for decisive action to unleash Europe's entrepreneurial potential, to remove existing obstacles, and to revolutionize the culture of entrepreneurship in Europe
- Other key best practice for developing skills at EU includes **University Business Cooperation**. The European Commission supports links between higher education and business at the European level through a series of initiatives. The closer links between business and academia is to: encourage the transfer and sharing of knowledge; create long-term partnerships and opportunities; and drive innovation, entrepreneurship and creativity. Closer cooperation with business helps higher education institutions (HEIs) develop relevant curricula and approaches to teaching and learning that meet the needs of both students and society. This helps give graduates the right skills and mind-sets for the job market as well as in their personal lives. There are many examples of successful cooperation between academia and industry in Europe. However, the level of co-operation varies considerably between different countries, HEIs and disciplines. The key EU initiative to support the cooperation is establishment of the University Business Forum (UBF) since 2008.

The University-Business Forum (UBF).

Since 2008, the University-Business forum, has been held regularly in Brussels and brings together: higher education institutions, companies, business associations, intermediaries, public authorities and policymakers.

The Forum brings them together at a European level, to network and exchange ideas and good practice. Over a day and a half, the event examines the current situation of university-business cooperation and at the policy initiatives and programmes needed to support it. The last Forum took place in Brussels in April 2017 (report available below) and the next one is expected in the spring of 2019.

Thematic Forums are held on a more regular basis in cooperation with Member States to address key topics at national and regional level. Most recently Thematic Forums took place in Vienna, Helsinki and San Sebastián (see [below](#) for conference reports) and the next one will take place in Croatia on 19-20 October 2017.

A key element of successful UBC is people and the connections between them. As one of the ways to encourage this, a [discussion forum on University-Business Cooperation](#) was established using the Yammer platform (new users need to register).

Two major policy initiatives to have come out of the University-Business Forum discussions are HEInnovate, the self-assessment tool for HEIs and the Knowledge Alliances.

HEInnovate

HEInnovate is a self-assessment tool designed to provide HEIs with advice, ideas, and inspiration to manage institutional and cultural change. Developed in partnership with the OECD it helps HEIs identify areas for change and innovation and drives holistic institutional change. Find out more on [the HEInnovate website](#)

Knowledge Alliances

Knowledge Alliances are EU-funded partnerships between higher education institutions and companies. Together they work on projects that promote creativity, innovation and entrepreneurship by developing new approaches to teaching and learning across all subject areas.

The aim is to:

- create new multi-disciplinary curricula
- promote transferable skills and entrepreneurship within and through education
- encourage a more systemic culture of cooperation between business and academia

Source

European Commission

© 2017

For managing availability of the required skills, the EU has carried out the following initiatives:

- ESCO which is a multilingual classification of European Skills, Competences, Qualifications, and Occupations. It introduces a standard terminology in 25 European languages and categorizes skills, competences, qualifications and occupations relevant for the EU labour market and education and training
- The European Skills Panorama which helps regular monitoring of skills anticipation and skills assessment at the national and European level. It is a central access point providing data, information and intelligence on skills trends in occupations and sectors at the national and EU level

On legislation, EU has put in place EU legislation establishing framework of key competencies and EU recommendation for key competencies for lifelong learning. The EU has also put in place various structure both at partner states level and sectoral level that support better identification and management of the availability of required skills, competences, and qualifications, and to help preventing skills gaps and mismatches. Effective communication

between the labour market and the education and training sector has been proven to be vital in preventing skills gap and mismatch.

at EU level and Thematic Forums at EU member state level.

3.2. Southeast Asia Region

3.2.1. South Korea

South Korea shows exemplary practices of government-led skills development. The Government of South Korea initiated a skills development strategy based on two premises. First, the government should select core industries (e.g., the light or heavy chemical industry) to be developed. Second, the government should assess the existing training capacity of employers, and when it found the then-existing capacity was deemed insufficient to meet the scaled-up needs for skilled and technical manpower, the government should either support employers to carry out enterprise training or directly train the workforce needed.

The government played the dominant role in the planning, financing and regulation of skills development. However, the main responsibility for providing training services was delegated to the private sector. The government developed a levy-grant rebate incentive system promoting private sector-led training. The government also incentivized enterprises to switch from pre-employment training of new recruits to in-service training of incumbent workers and from a supply- to a demand-driven training system. These incentives were critical in supporting workers' lifelong skills development and further expansion of training provision by enterprises.

The emphasis on education and skill formation was underlined by the ways in which, from the very beginning, education was built into the planning activities of a range of important government research and policy institutes. Careful economic planning and coordination was undertaken to ensure that when new jobs were created there were sufficient numbers of workers with the right level and mix of skills, and that schools and universities did not produce large numbers of graduates in fields in which employment was limited. In other words, Korea attempted to match supply and demand, to ensure the optimal sequencing of economic development and skill formation, and to avoid the creation of a large pool of qualified but unemployed graduates, a situation commonly reported in East Africa Community.

This was possible because the government kept tight control over growth in the economy, and was able to foster preferred directions in sectoral development through its tight management of the financial system. Public funds were only allocated to development of skills the economy required.

In addition Korea's institution at various times the national commissions of enquiry to deal with specific issues has proven to be an innovative and effective approach to plan for the future. Membership of these bodies has intensified the level of co-operation between government, the private sector, labour organisations and community groups.

3.2.2. Singapore

Policymakers in Singapore have demonstrated a remarkable ability to guide the industrial sectors and skills that they have identified as being the most able to move the country up the value chain towards a more knowledge and technology intensive sectors. Singapore is a small country that lacks natural resource base or large populations to draw upon. And at independence it only had mainly a pool of unskilled labour force. To overcome these challenges Singapore centralized the control of three important areas: industrial policy, education and skills development.

Singapore action ensured that industry grew towards higher skilled, higher technology and higher value added sectors and did not just take advantage of the existing base of low skilled and low paid labour; Education policy created a sense of national awareness, collective unity and increase the skills of citizens moving through the education system and into the workforce; and devised skills formation mechanism so that the present and future skills needs of new, developing and growing industries would be reflected into the changing skill sets of the workforce.

Some of the strategies used by Singapore included: focusing on geographical advantage and preponderance of low-skilled by promoting labour intensive manufacturing sector; Using Multinationals Corporations to introduce knowledge, experience, skills and technology to the domestic workforce; and focusing public investment in skills development to skills deemed necessary for the specifically targeted growth industrial sectors tied to the future industrial development of Singapore. Other strategies included developing targeted training programs to

upgrade skills of those already in the work force; redesigning and adjusting the education system to focus students to innovations, creativity and entrepreneurship.

In Singapore the priority for economic development determines skills formation. Singapore attaches a great importance to matching skills supply and demand. Skills that are required to support sector development are identified through a multifaceted approach. Singapore produces a skills map delineating which skills are in demand and the degree which Singapore is producing the appropriate supply of skills. Singapore converts skills needs into skills supply through the following strategies: Expansion of pre-employment training, upgrading of the skills of the existing workforce, and attracting foreign manpower from overseas. Singapore provides various incentives for skills development.

An interesting Fund is the Skills Development Fund (SDF) whose funds are collected from the skills development levy imposed on employers of foreign workers and employers with workers earning less than USD 1500 per month. The current levy rate is 1% of monthly remunerations. The SDF provides financial incentive for training those people already in the workforce, those preparing to join the workforce and those re-entering the workforce.

Singapore also has the Workforce Development Agency whose mandate is to upgrade the skill levels of the workforce through three programs namely: skills conversion (targeting workers laid off due to economic restructuring); skills upgrading (aimed at older people who already have jobs- to improve productivity in targeted sectors); and enhanced employability of the lower skilled workers (enhancing competencies of lower skilled workers through redesigning work so that the person can be more productive).

Employment and Skills Strategies in Southeast Asia (ESSA) Initiative

“The initiative on Employment and Skills Strategies in Southeast Asia (ESSA) facilitates the exchange of experiences on employment and skills development. Its objectives are to guide policy makers in the design of policy approaches able to tackle complex cross-cutting labour market issues; to build the capacity of practitioners in implementing effective local employment and skills development strategies; and to assist in the development of governance mechanisms

conducive to policy integration and partnership at the local level.

Skills development pathways in Asia have a significant focus on developing skills infrastructure in an integrated way with physical infrastructure and therefore taking greater advantage of the synergies of capital investment and industry growth for the large infrastructure projects that the majority of these countries are undertaking

Reducing skills mismatches and increasing the links between training and industry needs remains one of the key challenges in Southeast Asia. As the industry skill demand is quickly upgrading, growing economies are faced with a widening gap between skill supply and demand. Several approaches are taken in this regard. One is the “train the trainers” model. When private sector initiative in providing new skills training is deficient, the public sector training for instructors can be most efficient way in propagating new skills. The cost is charged to companies in some cases. A second model is to give subsidies to a leading technology company to provide training not only to their own workers but also to the unemployed or workers from other small to medium-sized companies. For example, Mongolia subsidises on-the-job training in enterprises for the unemployed with its Employment Promotion Fund. The Philippines seeks to strengthen industry education and training linkages with a focus on an enterprise-based training system. Thailand provides incentives to companies such as income tax breaks via the Skill Development Promotion Act (2002) and has a National Vocational Training Co-ordination Committee to co-ordinate with the private sector.”

Source
SKILLS DEVELOPMENT PATHWAYS IN ASIA
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3.3. United Arab Emirates (UAE): Dubai

Established in 1971, UAE is a federation of seven Emirates. Abu Dhabi serves as the capital. One of the emirates is Dubai which has a highly itinerant and diverse population. 19% residents of Dubai are citizens of UAE and 81% are expatriates. 21% of Dubai population is aged between 0-14 years, and 14 % aged between 15-24 years. The population growth in Dubai is 2.7% per annum.

Education in Dubai has been reformed to adapt to not only the rapid population growth, but also the decentralization and diversity. The education and training is offered either by public or private sector. 15 curricula are taught in Dubai: the UAE curriculum and 14 other curricula from the home countries of the expatriates.

Dubai's education landscape is dominated by a thriving private sector. 89% of Dubai students currently attend one of the 169 private schools and the student numbers are increasing at annual rate of about 8%. The public sector offers the UAE curriculum whereas the private sector is not restricted to UAE curriculum. There is no free education provision in the UAE for expatriates. Government schools are open (with no charge) only to citizens of the United Arab Emirates. To ensure proper management and coordination of the education sector that will ensure provision of adequate and quality education, the Federal Ministry of Education develops and implements national policy on education and training and oversees all government schools. The Abu Dhabi Education council oversees education in Abu Dhabi and the Knowledge and Human Development Authority (KHDA) oversees private education in Dubai. The KHDA established the Dubai Schools Inspection Bureau that inspects all schools in Dubai to ensure they offer quality education irrespective of the curricula they are based on. This has ensured there is a single framework of quality assurance appropriate for such diverse environment. EAO can borrow and apply the same principles in its diverse environment.

3.4. India

The Ministry of Skill Development has the overall responsibility to oversee all skill development activities and issues across the country. It is responsible for both training offered in private institutions, public institutions whether in the ministry or other ministries. The entire skills development ecosystem is directed from the office of the Prime Minister who set up the Ministry of Skills Development and Entrepreneurship to coordinate the activities of the many players in the system ranging from public to private institutions. This means the goodwill and support of the top political leadership is vital.

The skills landscape in India is very clear. It is driven by various institutions whose mandates are specific and clearly spelt out. This ensures minimal duplication of roles and easy oversight,

transparency and accountability. The institutions include the Ministry of Skills Development and Entrepreneurship, National Skills Development Agency, National Skills Development Corporation (NSDC), Director General of Training, various sector skills councils, and industry. There are clear legal and policy frameworks on skills development, which include the National Policy on Skills development, 2015; Apprenticeship Act.

THE NATIONAL SKILLS DEVELOPMENT CORPORATION.

1. Establishment of the National Skills Development Corporation

The National Skill Development Corporation India (NSDC) was setup as a one of its kind, Public Private Partnership Company with the primary mandate of catalysing the skills landscape in India. NSDC is a unique model created with a well thought through underlying philosophy based on the following pillars:

- a. **Create:** Proactively catalyse creation of large, quality vocational training institutions.
- b. **Fund:** Reduce risk by providing client capital. Including grants and equity.
- c. **Enable:** the creation and sustainability of support systems required for skill development. This includes the Industry led Sector Skill Councils.

The approach is to develop partnerships with multiple stakeholders and build on current efforts, rather than undertaking too many initiatives directly, or duplicating efforts currently underway. To scale up efforts necessary to achieve the objective of skilling / up-skilling 150 million people, the NSDC strives to:

2. The main objectives of the NSDC are to:

- Upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance
- Enhance, support and coordinate private sector initiatives for skill development through appropriate Public-Private Partnership (PPP) models; strive for significant operational and financial involvement from the private sector
- Play the role of a "market-maker" by bringing financing, particularly in sectors where

market mechanisms are ineffective or missing

- Prioritize initiatives that can have a multiplier or catalytic effect as opposed to one-off impact.

3. Key roles of the NSDC.

- **Funding and incentivising:** In the near term this is a key role. This involves providing financing either as loans or equity, providing grants and supporting financial incentives to select private sector initiatives to improve financial viability through tax breaks, etc. The exact nature of funding (equity, loan and grant) will depend on the viability or attractiveness of the segment and, to some extent, the type of player (for-profit private, non-profit industry association or non-profit NGO). Over time, the NSDC aspires to create strong viable business models and reduce its grant-making role.
- **Enabling support services:** A skills development institute requires a number of inputs or support services such as curriculum, faculty training standards, quality assurance, technology platforms, and student placement mechanisms and so on. NSDC plays a significant enabling role in these support services, most importantly in setting up standards and accreditation systems in partnership with industry associations.
- **Shaping/creating:** In the near-term, the NSDC will proactively seed and provide momentum for large-scale participation by private players in skill development. NSDC will identify critical skill groups, develop models for skill development and attract potential private players and provide support to these efforts.

4. Partnership with public and private stakeholders

NSDC operates through partnerships with multiple stakeholders in catalysing and evolving the skilling ecosystem.

- **Private Sector** – Areas of partnerships include awareness building, capacity creation, loan financing, creation and operations of Sector Skill Councils, assessment leading to certification, employment generation, Corporate Social Responsibility, World Skills competitions and participation in Special Initiatives like Udaan focused on J&K.

- **International Engagement** – Investments, technical assistance, transnational standards, overseas jobs and other areas.
- **Central Ministries** – Participation in flagship programmes like Make in India, Swachh Bharat, PradhanMantri Jan DhanYojana, Smart City, Digital India and Namami Ganga, among many others.
- **State Governments** – Development of programs and schemes, alignment to NSQF and capacity building, operationalization of program, capacity building efforts among others.
- **University/School systems** – Vocationalisation of education through specific training programs, evolution of credit framework, entrepreneur development, etc.
- **Non-profit organizations** – Capacity building of marginalized and special groups, development of livelihood, self-employment and entrepreneurship programs.
- **Innovation** – Support to early-stage social entrepreneurs working on innovative business models to address gaps in the skilling ecosystem, including programs for persons with disability.

5. Achievements

- Over 5.2 million students trained
- 235 private sector partnerships for training and capacity building, each to train at least 50,000 persons over a 10-year period.
- 38 Sector Skill Councils (SSC) approved in services, manufacturing, agriculture & allied services, and informal sectors. Sectors include 19 of 20 high priority sectors identified by the Government and 25 of the sectors under Make in India initiative.
- 1386 Qualification Packs with 6,744 unique National Occupational Standards (NOS). These have been validated by over 1000 companies.
- Vocational training introduced in 10 States, covering 2400+ schools, 2 Boards, benefitting over 2.5 lakh students. Curriculum based on National Occupational Standards (NOS) and SSC certification. NSDC is working with 21 universities, Community Colleges under UGC/AICTE for alignment of education and training to NSQF.
- Designated implementation agency for the largest voucher-based skill development program, Pradhan Mantri Kaushal Vikas Yojana (PMKVY).

- Skill Development Management System (SDMS) with 1400 training partners, 28179 training centres, 16479 trainers, 20 Job portals, 77 assessment agencies and 4983 empanelled assessors. Hosting infrastructure certified by ISO 20000/27000 and supported by dedicated personnel

Source
NITB STUDY VISIT TO INDIA Report
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The industry/ private sector play key roles in skills development; the roles include assessment, curriculum development, training, approval of National Occupational Standards NOS and Qualification Packs (QP). It is not just resources that make skill development work for India, it is the systematic execution of policies, India is being skilled to fit the global market, e.g. Domestic workers are being skilled to fit in the global market.

An interesting program is Skills India. “Skill India” is an initiative of the Government of India which has been launched to empower the youth of the country with skill sets which make them more employable and more productive in their work environment. It includes various government initiatives such as “National Skill Development Mission”, National Policy for Skill Development and Entrepreneurship, 2015, Pradhan Mantra Kaushal Vikas Yojana (PMKVY) " and the "Skill Loan scheme"

Skill India offers courses across 40 sectors in the country which are aligned to the standards recognised by both, the industry and the government under the National Skills Qualification Framework. The courses help a person focus on practical delivery of work and to enhance technical expertise required for work readiness from day one on the job. Companies do not have to invest in training new employees

Skill India harbours responsibility for ensuring implementation of common norms across all skill development programs in the country so that they are all standardized and aligned to one objective. The ITI ecosystem has also been brought under Skill India for garnering better results in vocational education and training.

The success of a nation always depends on the success of its youth and Skill India is certain to bring a lot of advantages and opportunities for these young Indians. India will soon evolve into a skilled society where there is prosperity and dignity for all.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

a. Approved for another four years (2016-2020) to benefit 10 million youth.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this Skill Certification Scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). Under this Scheme, Training and Assessment fees are completely paid by the Government.

b. Key Components of the Scheme:

i. Short Term Training

The Short Term Training imparted at PMKVY Training Centres (TCs) is expected to benefit candidates of Indian nationality who are either school/college dropouts or unemployed. Apart from providing training according to the National Skills Qualification Framework (NSQF), TCs shall also impart training in Soft Skills, Entrepreneurship, Financial and Digital Literacy. Duration of the training varies per job role, ranging between 150 and 300 hours. Upon successful completion of their assessment, candidates shall be provided with placement assistance by Training Partners (TPs). Under PMKVY, the entire training and assessment fees are paid by the Government. Payouts will be provided to the TPs in alignment with the Common Norms. Trainings imparted under the Short Term Training component of the Scheme shall be NSQF Level 5 and below.

ii. Recognition of Prior Learning

Individuals with prior learning experience or skills shall be assessed and certified under the Recognition of Prior Learning (RPL) component of the Scheme. RPL aims to align the competencies of the unregulated workforce of the country to the NSQF. Project Implementing Agencies (PIAs), such as Sector Skill Councils (SSCs) or any other agencies designated by

MSDE/NSDC, shall be incentivized to implement RPL projects in any of the three Project Types (RPL Camps, RPL at Employers Premises and RPL centres). To address knowledge gaps, PIAs may offer Bridge Courses to RPL candidates.

iii. **Special Projects**

The Special Projects component of PMKVY envisages the creation of a platform that will facilitate trainings in special areas and/or premises of Government bodies, Corporates or Industry bodies, and trainings in special job roles not defined under the available Qualification Packs (QPs)/National Occupational Standards (NOSs). Special Projects are projects that require some deviation from the terms and conditions of Short Term Training under PMKVY for any stakeholder. A proposing stakeholder can be either Government Institutions of Central and State Government(s)/Autonomous Body/Statutory Body or any other equivalent body or corporates who desire to provide training to candidates.

iv. **Kaushal and RozgarMela**

Social and community mobilisation is extremely critical for the success of PMKVY. Active participation of the community ensures transparency and accountability, and helps in leveraging the cumulative knowledge of the community for better functioning. In line with this, PMKVY assigns special importance to the involvement of the target beneficiaries through a defined mobilisation process. TPs shall conduct Kaushal and RozgarMelas every six months with press/media coverage; they are also required to participate actively in National Career Service Melas and on-ground activities.

v. **Placement Guidelines**

PMKVY envisages to link the aptitude, aspiration, and knowledge of the skilled workforce it creates with employment opportunities and demands in the market. Every effort thereby needs to be made by the PMKVY TCs to provide placement opportunities to candidates, trained and certified under the Scheme. TPs shall also provide support to entrepreneurship development.

vi. **Monitoring Guidelines**

To ensure that high standards of quality are maintained by PMKVY TCs, NSDC and empaneled Inspection Agencies shall use various methodologies, such as self-audit reporting, call validations, surprise visits, and monitoring through the Skills Development Management System (SDMS). These methodologies shall be enhanced with the engagement of latest

technologies. The scheme will be implemented through the National Skill Development Corporation (NSDC).

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3.5. ECOWAS

Economic Community of West African States, ECOWAS lacks a clear regional framework on skills development. However there are regional level programs with element of skills development. These include: ECOWAS Youth and Sports Development Centre (EYSDC); ECOWAS Quality Management Training ; ECOWAS Gender Development Program; ECOWAS Employment Program; and ECOWAS Business Incubator for African Women Entrepreneurs Empowerment (Biawe) programme.

3.6. SADC

Southern African Development Community, SADC has a remained committed to improving access to quality education in the region, as evidenced by its Protocol on Education and Training, established in 1997 and came into force in 2000. In addition in 2010, the region developed the SADC Education Management Information System, EMIS Capacity Building Strategy whose purpose is to put in place a comprehensive, harmonized, integrated and functional EMIS network in the region. The region also has Southern African Regional Universities Association, and SADC Education and Skills Development Programme.

The Protocol on Education and Training

The Protocol on Education and Training, which came into force in July 2000, provides for several areas of cooperation among Member States:

- Policy for education and training;
- Basic education;
- Intermediate education and training;
- Higher education;
- Distance education;
- Training fund

- Research and development;
- Lifelong education and training; and
- Publishing and library resources.

In identifying these priorities, relevant and complementary regional and international initiatives were taken into account, so as to avoid duplication of policy and effort. In general terms, the Protocol on Education and Training seeks to promote a regionally integrated and harmonised educational system, especially with regard to issues pertaining to access, equity, relevance, and quality of education interventions.

In order to implement the provisions of the Protocol on Education and Training, a Regional Implementation Plan on Education and Training 2007 to 2015 was developed to address these areas of cooperation. In addition to the areas of cooperation, the plan also includes other cross-cutting impediments to education in the region, such as HIV and AIDS.

Implementing the Protocol

The Protocol on Education and Training guides the **SADC Education and Skills Development Programme** which facilitates and coordinates the harmonisation and implementation of regional policies and programme to ensure access to relevant and quality education and training in the SADC region. This is expected to result in availability of educated and skilled human resource in order to contribute to poverty alleviation and regional integration.

The key **Functions** of the programme are:

- Coordinating the development and implementation of regional policies including Protocols, minimum standards and strategic frameworks on education and training;
- Monitoring of regional, continental and international commitments on education and training;
- Facilitation of exchange programmes, expertise and sharing of information and good practices on education and training-related issues in the SADC region; and
- Coordinating and harmonising SADC position on international commitments.

The Programme is also guided by the Regional Education and Training Implementation Plan 2007-2015, to provide particular strategies for fostering education and training. This plan is harmonised with the African Union Plan of Action for the Second Decade of Education for Africa 2006-2015; like the Protocol on Education and Training, it identifies seven priority areas

which are being implemented in a progressive manner. These are:

- Early Childhood Education and Care;
- Gender and Culture;
- Education Management Information Systems;
- Teacher Education and Development;
- Higher Education and Training;
- Technical and Vocational Education and Training (TVET);
- Curriculum Development including Teaching and Learning Materials
- Quality Management; and
- Cross- Cutting activities related to HIV and AIDS and Information Communication Technologies.

The existing projects and initiatives under the programme are:

- Open and Distance Learning Capacity-Building Project;
- Quality Assurance and Regional Qualifications Framework; and
- Centers of Specialisations and Centers of Excellence.

The existing committees overseeing the Programme are:

1. Committee of Ministers of Education and Training;
2. Committee of Senior Officials; and
3. Technical Committees:
 - Technical Committee on Accreditation and Certification;
 - Technical Committee on Education Management Information Systems;
 - Technical Committee on Open and Distance Learning; and
 - Technical Committee on Higher Education and Training, Research and Development.

Source
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SADC Region also implements an Open and Distance Learning Capacity-Building Project. The Capacity Building in Open and Distance Learning Project implementation started in 2008 with financial support from the African Development Bank. The Project was conceived after recognising that over the previous 20 years, the SADC Region faced major development

challenges as measured by the 2005 UNDP Human Development Report. The report cited 18 countries with a declining HDI, nine of which were SADC Member States.

The Project therefore was conceived with an aim of facilitating the Region's education systems and institutions to work together more effectively and efficiently through better co-ordinated networks and institutional practices, both within and across the Member States in order for them to become more open, more innovative, more flexible and more deeply integrated. This Project is consequently fundamentally concerned with supporting capacity building in Open and Distance Learning (ODL) towards its more effective deployment across the Region.

In the context of this Project, ODL is defined as a set of teaching and learning strategies (or education methods) that can be used to overcome spatial and temporal separation between educators and learners. Open learning is about improving educational accessibility and quality through the application of appropriate policies, structures, methods, programmes and Information Communication Technologies (ICTs) to support learning – such as video, audio and the newer computer technologies.

The Project therefore lays foundations for new practices and new ways of providing education in order to improve its accessibility, equity, relevance and quality. In order to do this, the SADC Secretariat, and its Member States in collaboration with the African Development Bank, agreed that the Project should generate a SADC Regional ODL Policy and Regional ODL Strategic Plan which will help to re-vitalise education structures in the Region. It is anticipated that the Project has to support capacity building in both the strategic and technical management of Open and Distance Learning programmes for SADC citizens.

Open and Distance Learning Capacity-Building Project

Overall Goal

The Project objective is to contribute to regional integration through the development and deployment of effective, harmonised open and distance learning (ODL) in the SADC Region.

Objectives

In line with the mandate of the SADC Secretariat, the Project has four specific objectives

1. To facilitate policy development and harmonisation for ODL programmes in the SADC

region

2. To facilitate capacity building in open and distance learning for ODL practitioners
3. To facilitate networking and collaboration among member states and stakeholders implementing ODL programmes
4. To facilitate gender mainstreaming and other cross cutting issues in ODL programmes

The Project has components:

- i. Regional Policy Development and Strategic Planning
- ii. Capacity Building Open and Distance Learning

Major Outputs of the Project

In order to achieve its objective, the Project was expected to generate four main outputs namely:

Component 1: Policy development and harmonisation

- i. Regional SADC ODL policy developed
 - o 8 ODL Studies produced on secondary, teacher, TVET and High education.
 - o 3 Regional conference held
 - o 4 ODL regional forum held
- ii. Regional ODL Strategic Plan and Operational Framework
 - o 4 strategic Planning forum held
- iii. Regional M and E framework for ODL
- iv. Regional Gender Mainstreaming Strategy for ODL

Component 2: Capacity Building

- i. Regional and national Capacity to deploy and implement ODL strengthened;
- ii. Two Regional Centres of Specialisation established;
 - o ODL technical skills developed
 - o Networking and information sharing facilities established in two Centres of Specialisation
- iii. Fifty four scholarships in ODL at Certificate, Diploma and Masters levels.
- iv. Five regional / and Continental ODL workshops.

Source

<http://www.sadc.int>

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4. CONCLUSIONS

This policy research has discussed the importance of getting it right in Skills development in EAC. It has also discussed the initiatives the EAC has undertaken to develop and manage availability of the required skills. The research has in addition discussed key regional and national practices in Europe, Southeast Asia, and United Arab Emirates that EAC can draw lessons from to support effective development of skills in the region.

In brief EAC needs to get it right in her skills development to be able to move up the global value chain and compete effectively in the global markets. Also skills development will enable EAC move from low-productive low-skilled low-wage economic activities to higher skilled, higher technology and higher value added sectors that will elevate the region into a highly developed status and lift her people out of poverty.

Some of the key lessons on skills development include:

- The development of the skilled workforce is not a preserve of the governments and academia only but a responsibility of all: the Governments, Academia, Learners and the Employers.
- The right kind of basic education is very key to the development of Skills. The differences in the education systems among the EAC partner states should be viewed positively. The differences provide an opportunity for healthy internal competition among the systems. The competition ensures partner states improve the quality, standards and affordability of their systems.
- The Technical Vocational Education and Training (TVET) system is very important to skills development and should be strengthened at all level.
- Skills development needs to take care of both the current and future needs of the economy
- Skills development requires an effective system or framework of classifying skills, competencies, qualifications and occupations. The employers, businesses, education providers and learners need to be aware of this framework
- Skills development require an efficient system to anticipate and asses skills

- Effective communication between the labour market and the education and training sector has is vital in preventing skills gap and mismatch.
- The government needs to play a dominant role in the planning, financing and regulation of skills development. Strategic and targeted allocation of public funds is a very powerful tool in ensuring the skills development is linked to the needs of the economy
- Industrial policy, education and skills development need a coordinated approach
- The private sector is an important factor in development and financing of skills.
- A clear system of recognizing skills, competencies and qualification across partner sates is key to skills development in the region.

The study recommends the following policy actions and initiatives for effective skilling of the EAC.

- i. Establish a Regional Tripartite Committee on skills development.
- ii. Establish a Regional skills anticipation and assessment system
- iii. Establishment of structured cooperation between the Universities and Business
- iv. Develop Regional framework of classifying the EAC skills, qualifications, competencies and Occupations.
- v. Develop a Regional program for multinationals and large EAC corporations to support introduction of knowledge, experience, skills and technology to the domestic workforce.
- vi. Establish a regional skills development fund (EARSDF)

5. POLICY RECOMMENDATIONS

The EAC need to consider the following policy actions and initiatives recommended for effective skilling of the EAC.

Short Term Recommendation

Recommendation 1: Establish a Regional Tripartite Plus Committee on skills development. This committee should have the employers, the workers, EAC inter-university council, the TVET providers, and the civil society. This committee will not only monitor skills development in EAC but also ensure linkage between the labour market and the education and training sector in EAC. There should be a linkage between the committee and the national sectoral committees on skills development. This committee should also ensure that partner states industrial policy, education and skills development are coordinated.

Recommendation 2: Establish EAC Universities-Business Forum (EAC-UBF). The Forum can be modeled along the EU UBF for regional level. At Partner states, there should be established Thematic Forums specific to the identified needs at the Partner state level.

Recommendation 3: Develop a Regional program for multinationals and large EAC corporations to support introduction of knowledge, experience, skills and technology to the domestic workforce. This program developing skills deemed necessary for the specifically targeted growth industrial sectors tied to the future industrial development of EAC. This should also cover the emerging sectors such as the gas and oil sector among others.

Medium Term Recommendations

Recommendation 4: Develop Regional framework of classifying the EAC skills, qualifications, competencies and Occupations. This will help standardization across the Partner States making it easy for mobility, recognition and matching of skills across the region. Once developed the framework should be popularized among the employers, business, training providers and the learners. This framework needs to cover all the sections including the TVET. This framework can draw inspiration from the EU ESCO, the EAC Qualification framework for higher education and the national qualification frameworks within the partner states.

Recommendation 5: Establish a Regional skills anticipation and assessment system based on the EU Skills Panorama and Singapore Skills map. This will in identifying the skills needed in the EAC and guide how resources are allocated at partner sates and to develop the required skills.

Long Term Recommendation

Recommendation 6: Establish a regional skills development fund (EARSDF). Funds to this Fund be collected from the skills development levy imposed on employers of foreign workers (employing workers outside EAC). Also development partners and large employers operating across EAC can contribute to this Fund. The Fund should be utilized employers' organization to run programs to train those people already in the workforce, those preparing to join the workforce and those re-entering the workforce on soft and employability skills need to bridge the gap between technical competence and practical work. Also this fund should support the activities of the Regional Tripartite Plus Committee on skills development and the EAC-UBF.

Recommendation 7: Develop a regional skills online open platform. This can be modeled in line with SADC ODL and EU Credit systems.

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Appendix