



Regional Policy Framework on Technical and Vocational Education and Training Integration

Inter-University Council for East Africa
EASTRIP Regional Facilitation Unit

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Foreword

Technical and Vocational Education and Training (TVET), being a critical component of the education sector, is a driving force for transformation and socio-economic development of any nation and its people. The role TVET plays in the provision of skills is vital for sustainable economic growth, particularly in an era of economic and rapid technological changes. Hence the development, expansion and quality of TVET are inevitable. TVET has significant long-term benefits of addressing skills deficits in the labour force, as the inadequacy of workplace skills limits the growth and productivity of businesses and job creation and socio-economic inclusivity. Evidently, the skillset gaps in turn constrain economic growth, while any shift towards economic diversification will require a greater supply of a highly skilled workforce at all levels.

In pursuit of the progress and benefits of TVET, countries across the globe are recognising the imperative of collaboration, transcending borders to

harness collective strengths and accelerate the pace of economic growth. It is within this context that the Regional Policy Framework for TVET Integration for Ethiopia, Kenya, Tanzania and beyond is introduced. Its goal is to fast-track regional integration of TVET in line with the goal and spirit of EASTRIP.

This visionary policy framework marks a significant milestone in the collective aspirations of Ethiopia, Kenya and Tanzania. It reflects a shared commitment to enhance the quality, accessibility, and relevance of technical and vocational education across borders. By fostering regional integration in TVET, the partner states aim not only to harmonise their technical and vocational educational systems, but also to facilitate the seamless movement of learners, trainers, and skilled labour—a pivotal step towards unlocking the full potential of the region.

Harmonisation of Standards:

The Framework endeavours to align TVET standards across partner states, ensuring consistency and comparability in the quality of education and training. This harmonisation lays the groundwork for mutual recognition of qualifications, fostering mobility and collaboration.

Facilitation of Mobility:

Recognising the fluid nature of skills demanded in the modern era, the framework seeks to remove barriers to the movement of learners, trainers, and skilled labour. This not only enriches educational experiences but also bolsters the workforce by infusing diverse skills and perspectives while creating a larger labour market.

Enhanced Collaboration:

By promoting collaboration among TVET institutions, industry stakeholders, private sector and governmental bodies across borders, the Framework seeks to create a vibrant ecosystem that responds adeptly to evolving industry needs. This collaborative approach ensures that TVET programmes remain tuned to the demands of the job market.

Capacity Building:

The Framework places a strong emphasis on capacity building at both institutional and individual levels. It envisions a region where TVET institutions are equipped with the resources, infrastructure, and expertise to deliver world-class education and training.

Innovation and Adaptability:

Recognising the rapid pace of technological advancement and changing industry landscapes, the Framework encourages a culture of innovation within TVET. It emphasises the importance of adaptability, equipping learners with skills that transcend specific job roles and empower them to navigate the challenges of an ever-evolving world.

While this Framework is designed to fortify the collaboration between Ethiopia, Kenya, and Tanzania, its implications may extend beyond the Eastern Africa region. It serves as a call to other regions to join in the shared commitment to advancing TVET and, by extension, the socio-economic development of our interconnected world.

This Framework seeks to address the institutional challenges which include inadequate capacity of existing TVET institutions to enrol all qualified TVET aspirants, inadequate and obsolete training tools, equipment, machines and facilities. Other challenges include inadequate utilisation of ICT, inadequate capacity of human capital, and inequitable access to TVET by less privileged groups.

As we embark on this transformative journey, it is imperative that we are guided by the principles of inclusivity, equitable access, quality and relevance, and the collective pursuit of excellence. It is our strong desire that the Regional Policy Framework for TVET Integration will be a catalyst for positive change, unlocking new opportunities for our citizens, institutions, and nations alike. Together, we can shape the future where education and skills know no borders, and the promise of TVET is realised to its fullest potential.

.....
State Minister for Labour and
Skills - Ethiopia

.....
Principal Secretary – State
Department for TVET - Kenya

.....
Permanent Secretary – Ministry
for Education, Science and
Technology Tanzania

Acknowledgement

The successful development of the Regional Policy Framework on Technical and Vocational Education and Training Integration (RPFTI) through the East African Skills for Transformation and Regional Integration Project (EASTRIP) is a testament to the collaborative efforts and commitment of a diverse and dedicated group of TVET stakeholders in the region.

Spearheaded by the Inter-University Council for East Africa (IUCEA), as the Regional Facilitation Unit for EASTRIP, the development of RPFTI has benefited immensely from various stakeholders who include governmental ministries, departments and agencies, professional bodies, TVET Institutions and private sector organisations.

As such, we would like to acknowledge and extend our heartfelt gratitude and appreciation to the following key entities: the governments of the participating countries: the Federal Democratic Republic of Ethiopia, the Republic of Kenya and the United Republic of Tanzania. We also acknowledge the Ministry of Labour and Skills of the Federal Democratic Republic of Ethiopia, the Ministry of Education of the Republic of Kenya and the Ministry of Education, Science and Technology of the United Republic

of Tanzania for their support, technical input and guidance.

The World Bank's support and collaboration in this endeavour have been invaluable. Their commitment to enhancing education and skills development in the region through EASTRIP has significantly contributed to the success of this initiative.

Our profound acknowledgment goes to the members of the EASTRIP Technical Working Group (TWG) that comprised of experts from Ethiopia, Kenya and Tanzania. Their expertise, insights, and tireless efforts have been pivotal in shaping the content and direction of RPFTI. Their technical input ensured the Framework aligns with the needs and aspirations of the Eastern Africa region.

IUCEA remains committed and instrumental in coordinating and facilitating the EASTRIP initiative, particularly in spearheading skills development as the vehicle for transformation in the region. Our dedication to fostering regional integration in TVET is firm. The collective efforts of all stakeholders have resulted in a Policy Framework that will serve as a catalyst for positive change, driving regional integration, economic growth, and the empowerment of the peoples of the Eastern Africa Region and beyond.

.....
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Executive Secretary, IUCEA

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Abbreviations and Acronyms

ACQF	African Continental Qualifications Framework
AU	African Union
EAC	East African Community
EASTRIP	East Africa Skills for Transformation and Regional Integration Project
ETF	European Training Foundation
EQF	European Qualifications Framework
EAQFHE	East African Qualifications Framework for Higher Education
EU	European Union
ICT	Information and Communication Technology
IUCEA	Inter-University Council for East Africa
KNQA	Kenya National Qualifications Authority
LMI	Labour Market Information
NACTVET	National Council for Technical and Vocational Education and Training
NQF	National Qualifications Framework
OS	Occupational Standards
QA	Quality Assurance
QF	Qualifications Framework
RCU	Regional Coordinating Unit
RFU	Regional Facilitation Unit
RFTI	Regional Flagship Training Institutes
RPFTI	Regional Policy Framework on TVET Integration
RTQF-ETK	Regional TVET Qualifications Framework for Ethiopia, Kenya Tanzania
SADCCF	Southern African Development Community Qualifications Framework
SDG	Sustainable Development Goals
SIP	Strategic Investment Plan
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group

Definition of Key Terms

Accreditation: procedure by which institutions offering education and training are formally recognised as having met the standards set out in various laws and policies.

Assessment: methods and processes used to evaluate the attainment of knowledge, skills, competencies, values and attitudes by an individual, leading to the award of a qualification or part-qualification.

Collaboration: the process of two or more individuals or entities working together towards a common goal or shared purpose. It includes partnerships and linkages among stakeholders.

Curriculum: the set of coherent educational components namely content, specifications, assessment procedures and learning outcomes of a course or programme of study leading to an award of a qualification.

Formal learning: instruction given in education and training institutions or specially designed training areas, including enterprises, in formal apprenticeship systems. It is structured and contains precise learning objectives.

Framework: a set of agreed principles, ideas, guidelines, values, concepts, or beliefs from which regional integration is developed or on which decisions are based.

Guidelines: instructions or rules for effective regional integration implementation.

Informal learning: a process that encompasses all learning and training activities undertaken throughout life for the development of competences (knowledge, skills and attitude) and qualifications.

Minimum Entry Requirements: the lowest acceptable standard for enrolment into a programme as per the NQF.

Multi-sectoral approach: relevant stakeholders jointly undertake assignments.

National Learners Records Database: national master register of all records of learners' achievements.

Non-formal learning: learning that takes place in activities not exclusively designated as learning engagements but with an important learning element (or outcome)

Policy Framework: statement of intent on how the integration of TVET takes place and is implemented as a procedure or protocol for the member states.

Industry: group of productive enterprises or organisations that produce or supply goods and services. It is classified as primary, secondary, tertiary, and quaternary. Labour market comprising of employers, workers' unions, professional bodies, associations and federations.

Private sector: a part of the economy that is not owned by the government. It comprises of businesses and organisations run by individuals that sell goods and services to generate profit.

Occupation: What a person is engaged in (habitually) in order to earn a living; a job, business, profession or an activity.

Occupational Competence: a measurable pattern of knowledge, skills, abilities, behaviours, and other characteristics an individual needs to successfully perform work roles or occupational functions.

Occupational Standards: descriptions of occupations that define the competencies, knowledge, skills and behaviours needed for effective workplace performance.

Qualification: a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards. Qualifications are described in terms of their field, the content and the occupational activities that can be performed by a qualified person. Qualifications are classified in terms of complexity and autonomy.

Qualifications Framework: an instrument for the regulation of the development, classification, comparison of qualifications and learning outcomes in terms of articulated standards or set of criteria for specified levels of learning achieved. Such instrument aims at integrating and coordinating qualifications subsystems and improve the transparency, access, progression, and quality of qualifications in relation to the labour market and educational context.

Quality Assurance (in TVET): the processes and procedures ensuring that qualification, assessment, and programme delivery meet certain standards. Quality assurance comprises of the processes of ensuring that specified standards and requirements for TVET provision, learning, TVET management, accreditation, assessment and the recording of achievements are met.

Qualifications Awarding Body: the institution responsible for curriculum development, examination/ assessment and certification accredited by the designated authorities within the legal framework of the country;

Recognition of Prior Learning (RPL): the process used to identify, assess and certify a candidate's knowledge, skills and competencies regardless of when, where and how they were acquired, against prescribed standards or learning outcomes for a partial or full qualification.

Standard: the minimum requirements, levels, reference point or benchmark to be considered acceptable/ideal or best practice.

Technical and Vocational Education and Training (TVET): refers to all forms and levels of education and training that provide knowledge and skills related to occupations in various sectors of economic and social life through formal, non-formal and informal learning methods in both school-based and work-based learning contexts.

Volume of Learning: a notional duration of all activities required for the achievement of the learning outcomes specified for a particular qualification type expressed in notional hours or credits.

CHAPTER ONE

Overview and Context

1.0 Introduction

This chapter provides the policy framework overview and its context. It presents the background, statement of the problem, rationale, objectives, guiding principles, policy approach, scope and context of RPFTI.

1.1. Background Information

The ongoing economic transformation and regional integration initiatives in Sub-Saharan Africa is boosting the demand for educated and skilled labour. There is a large gap in the demand and supply of skills in Africa. According to the 2018 World Bank Enterprise Surveys, over 19 percent of the formal firms surveyed in Sub-Saharan Africa identify an inadequately educated workforce as a major constraint, and over 24 percent of all production workers are rated unskilled workers by these firms. Low levels and quality of education and training impedes the productivity of the African labour force and perpetuates the vicious cycle of low economic growth, low diversification, and low education development. Enrolment in upper secondary vocational education is particularly low at 11.8 percent.

Shortage of specialised TVET skills is particularly acute in the transport, energy, manufacturing, agro-processing, and ICT sectors. If such shortage is not addressed, it could seriously dampen the industrialisation and integration agenda. A careful mapping of skills needs assessment for the project sectors provide concrete statistics to illustrate the extent of such skills shortage.

A regional approach to developing the specialised TVET skills can have a number of benefits. These include exploiting economies of scale to lower costs of training for individual countries on specialised and industry certified training programmes, facilitating mobility of people and skilled labour, promoting

peer learning among countries and institutions and sharing good policies and practices, and targeting employment toward regional economic corridors such as the Northern and Central Corridor Initiatives and other mega infrastructure projects in the region.

Creating a cluster of Regional Flagship TVET Institutes (receiving both national and regional students) serving regional corridors, sector markets, and industrial parks can spread the cost of what would otherwise be costly training investments for each country. The sharing of standards, curricula, and state-of-the-art training facilities will help reduce costs. Similarly, people (including learners and trainers) and labour mobility is an important part of Africa's regional integration agenda.

Regional economic corridors and sector markets are strategic pathways that can attract foreign investment and unlock growth potential. African countries have rolled out several initiatives that include the Northern Corridor Integration Project (NCIP) and the Central Transport Corridor Project (CTCP). Simultaneously, integration of the commodity market is critical for smoother and faster trade flows and cost reduction, thereby creating employment, industrial links, economic diversification, and structural transformation. Some sectors may provide opportunities to develop regional markets and value chain: regional power pools, digital and telecom markets, aviation markets, financial services, agriculture products, and the market for skilled labour.

EASTRIP was conceived in view of the above potentialities as part of the efforts to implement NCIP. It is a five-year project (2019 – 2024) funded by the World Bank and the Governments of Ethiopia, Kenya and Tanzania. Its overall objective is to increase access and improve the quality and relevance of TVET programmes in selected RFTI and to support

regional integration. The project, comprising three components, is designed to address skills shortage and mismatch by providing technical, financial and industry partnerships to improve the relevance and quality of training programmes in sixteen (16) selected RFTI.

EASTRIP aims to create and implement policies that allow TVET institutions to re-engineer their learning platforms and modes of delivery to meet the market place dynamics and ever-changing skills requirements. EASTRIP facilitates regional integration by providing a regional platform to promote the exchange of policies and practices, students and faculty mobility and harmonisation of occupational standards and qualifications.

IUCEA, as the RFU, is mandated to facilitate regional integration. Its brief comprises of harmonisation of standards and mutual recognition of qualifications for priority occupations, facilitating student and staff mobility through exchange programmes, regional project coordination as well as conducting M&E in collaboration with the governments of the participating countries.

1.2. Problem Analysis

African TVET providers are struggling with widespread low funding, shortage of modern training facilities and equipment, lack of industry driven programmes with modern curricula and pedagogy, and teachers/trainers with low competencies and low pay. The providers also face acute shortage of highly trained and skilled human capacity to effectively deliver quality TVET education in training institutions. Recent assessments in the Eastern Africa region highlights the following: low quality and relevance of skills development programmes; outdated curricula lacking in attention to soft skills and other 21st century skills; focus on theory over practice, chalk- and-talk type instruction, teachers/trainers without industry-based or in-service training, poor infrastructure and poorly equipped workshops with nonfunctioning equipment. Urgent policy attention, financial, and technical support is needed for capacity building to TVET providers across the African countries.

Applying economies of scale to lower the cost of training for individual countries is recommended. Creating a cluster of RFTI (receiving both national and regional learners) serving regional corridors, sector markets, and industrial parks can spread the cost of what would otherwise be costly training investments for each country.

Since 2019, the Governments of Ethiopia, Kenya and Tanzania have been implementing the three (3) components of EASTRIP (particularly Component 3) on regional integration under the facilitation of IUCEA. EASTRIP has achieved remarkable milestones, including a harmonised RTQF-EKT, mutually recognised OS in EASTRIP's priority areas and regional guidelines for learners and staff mobility and exchange.

Despite these milestones, the realisation of regional integration continues to face implementation challenges and constraints due to some glaring gaps. There is still lack of coordination, harmony and coherence in implementing TVET in the region. If these gaps are not addressed, they can impede the envisaged mobility of learners, staff and labour and hamper regional integration efforts. Against this background, IUCEA, in consultation and collaboration with the governments of Ethiopia, Kenya and Tanzania and other key stakeholders, seeks to develop the RPFTI.

1.3 Rationale

Globally, there is a new realisation by development partners, donors, governments, and institutions on the need to revitalise the TVET ecosystem for economic growth and employment creation. The scope and relevance of TVET have been recognised and prioritised through the United Nations Sustainable Development Goals, which include targets on skills acquisition for employability, decent jobs and promotion of entrepreneurial skills. For example, Goal No. 4.3 aims to ensure inclusive and equitable quality education and promotion of lifelong learning opportunities by 2030 by ensuring equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

On the continental scene, the African Agenda 2063 envisages a prosperous “Africa where well-educated and skilled citizens, underpinned by science, technology and innovation for a knowledge society is the norm.” The Agenda’s goal No. 2 is to ensure well-educated citizens and skills revolution underpinned by science, technology and innovation. The goal seeks to establish an integrated continent that is politically united and based on the ideals of Pan-Africanism and the vision of the African Renaissance.

The AU and its member states established ACQF to facilitate mobility and transparency of skills and harmonised qualifications for an African Free Trade Area as an integration strategy. The AU’s Continental Education Strategy for Africa (CESA 16-25) has identified the expansion of TVET provision as its 8th Strategic Objective. This aims to “Expand TVET opportunities at secondary and tertiary levels and strengthen linkages between the World of Work and education and training systems”. This objective has inspired the development of the Continental Strategy for Technical and Vocational Education and Training (CSTVET). This Strategy seeks to revitalise TVET in Africa based on cross-cutting issues of employability, relevance, collaboration between training institutions and employers, the accreditation of training structures (in non-formal, formal and informal sectors), evaluation and certification, quality assurance, and portability of TVET qualifications within national borders and beyond.

Regionally, the EAC developed the EAQFHE in its efforts to harmonise higher education and training in East Africa. The aim of this Framework is to facilitate the implementation of the EAC Common Market Protocol as part of the integration agenda. The EAQFHE aims at integrating education and training into a unified structure of recognised qualifications. Key elements of harmonisation include the RHEPF; the regional quality assurance system operationalised by principles and guidelines in quality assurance and the RQF. The development of these key instruments was coordinated by IUCEA.

The purpose of the EAQFHE is to act as a reference instrument for member states’ NQFs to compare

with other regional and international qualifications. The aim is to facilitate mobility and comparability of qualifications, promote worker’s and learners’ mobility, and facilitate life-long learning.

IGAD in Eastern Africa was established to promote regional cooperation and integration, adding value to efforts by member states in achieving peace, security and prosperity. This is achieved through refinement of the existing systems and processes, integration of existing systems and implementation of new processes, communication and digitalisation.

The IGAD RQF is expected to support mobility and comparability of qualifications within and across borders, support members to build and strengthen mechanisms to recognise and assess equivalency of educational standards/qualifications at national, regional and international levels.

These efforts notwithstanding, the region still faces a shortage of a well-qualified and relevantly skilled workforce, and low mobility of learners and skills impedes regional integration. The low performance is attributed to an inadequate regional enabling policy environment to support the implementation of TVET in the region effectively. In this regard, the policy framework will be the pivotal instrument to guide the harmonisation and integration of TVET in the region.

1.4 General Objective

The general objective of RPFTI is to promote harmonisation and the integration of the TVET system within the Eastern Africa region.

1.4.1 Specific Objectives

The specific objectives are;

- (i) To implement the harmonised RTQF;
- (ii) To harmonise Occupational Standards, Curricula, Occupational Competency Assessment and Certification and Quality Assurance Systems in TVET;
- (iii) To facilitate mobility of learners, staff and skilled labour among member states;
- (iv) To promote access, equity, quality and relevance of TVET in the region;
- (v) To enhance collaboration among different stakeholders (government, non-

governmental organisations, professional bodies, TVET institutions and the private sector);

- (vi) To strengthen the exchange of technology, research, innovation and commercialisation among member states;
- (vii) To promote the digitalisation of TVET processes in governance and administration, learning and training among others.

1.5 Scope

RPFTI will apply to all member countries that share a common understanding to harmonise their Qualifications Frameworks, Occupational Standards, Occupational Competency Assessment, Certification and Quality Assurance processes of TVET. These countries currently include Ethiopia, Kenya and Tanzania. In addition, RPFTI will serve as a benchmark and roadmap for guiding harmonisation and integration of TVET in Eastern Africa and beyond.

1.6. Guiding Principles

The following principles will guide the implementation of RPFTI in the region:

1.6.1 Regional Integration and Cooperation

RPFTI will ensure regional integration and cooperation among partner states, promote the harmonisation of TVET policies, systems, and qualifications to facilitate labour mobility and economic growth within the region.

1.6.2 Relevance and Responsiveness

RPFTI will prioritise developing demand-driven TVET curricula and training programmes relevant to the labour market and responsive to the region's socio-economic needs, and equipping learners with the necessary employability and personal development skills. The key value chain of activities will entail LMI, a system of occupational standards, assessment and certification, and documentation.

1.6.3 Quality Assurance and Standardisation

RPFTI will establish common quality assurance mechanisms and standards across partner states in order to ensure consistency and comparability of TVET programmes and qualifications throughout the region.

1.6.4 Collaboration, Linkages and Partnerships

RPFTI will encourage collaboration, linkages and partnerships among various stakeholders, including TVET institutions, industry, government, non-government organisations and civil society, to create a coordinated and coherent approach to harmonisation efforts.

1.6.5 Life-long Learning

RPFTI will provide life-long learning opportunities (including initial and further TVET) to enable the workforce to keep pace with the rapidly changing work environments through technological progress and development in work organisation. Life-long learning also implies that people can continuously enhance their recognised qualifications, hence a need to harmonise the RPL.

1.6.6 Capacity Building, Knowledge and Resource Sharing

RPFTI will advocate for capacity building and knowledge and resource sharing among partner states, enabling the exchange of best practices, lessons learned, and resources to support the harmonisation and integration processes.

1.6.7 Climate Change and Environmental Protection

RPFTI will help create environmental awareness in the region and educate people about Green and Smart TVET, sustainable utilisation of scarce natural resources, energy efficiency, and smart agriculture among others.

1.6.8 Sustainability and Resource Mobilisation

RPFTI will emphasise long-term sustainability by encouraging partner states to develop resource mobilisation strategies and secure adequate funding for TVET development in their respective countries and regions.

1.6.9 Flexibility and Adaptability

RPFTI will be designed to be flexible and adaptable, allowing for adjustments and modifications as needed to respond to changing regional dynamics, emerging challenges, and new opportunities.

1.6.10 Inclusivity and Equity

RPFTI will ensure equitable access to quality TVET opportunities for all, considering diverse populations and addressing disparities in gender, disability, age, socio-economic backgrounds, and geographical locations.

1.6.11 Monitoring and Evaluation

RPFTI will include a robust monitoring and evaluation framework to track progress, assess the impact of harmonisation and integration efforts, and inform future policy decisions.

1.6.12 Innovation and Continuous Improvement

RPFTI will promote innovation in teaching and learning methods and the adoption of new technologies and practices to enhance the quality and effectiveness of TVET programmes.

1.7. Values and Philosophy

The following core values and philosophies shall underpin RPFTI on TVET Integration;

1.7.1. Values

- (a) Honesty and Accountability
- (b) Collaboration
- (c) Integrity
- (d) Innovation
- (e) Quality
- (f) Service
- (g) Adaptability

1.7.2. Philosophy

(a) **Pragmatism:** emphasises the practical application of knowledge and learning by doing. It is highly relevant to TVET since TVET programmes often involve hands-on training, real-world simulations, and work-based learning, aligning with the pragmatic approach. Pragmatism values problem-solving, critical thinking, and adaptability, which are crucial for success in technical and vocational fields.

(b) **Progressivism:** encourages learner-centred approaches and active engagement in the learning process. In TVET, learners are often encouraged to participate actively in practical

exercises, projects, and real-world challenges. The progressivism philosophy supports experiential learning and encourages students to draw upon their prior experiences and interests to drive their learning. Since progressivism is learner-centred, it emphasises the importance of learners' experiences and interests. It encourages hands-on, experiential learning, problem-solving, and critical thinking. Instructors act as facilitators, guiding learners in exploring topics and encouraging active participation.

(c) **Constructivism:** emphasises that learners construct knowledge based on their experiences and existing understanding. In TVET, this philosophy can be applied through problem-based learning, where students work on real industry challenges, collaborating with peers and mentors. This approach fosters a deeper understanding of concepts and their practical applications.

(d) **Utilitarianism (Principle of Utility):** Utilitarianism in education emphasises the practicality and usefulness of knowledge and skills. For TVET, this philosophy supports providing education and training that directly translates into employability and economic value. TVET programmes are designed to meet the needs of industries and employers, aligning with the principle of utility.

(e) **Experiential Learning Theory (ELT):** Unlike traditional educational philosophy, ELT is highly relevant to TVET. Proposed by David Kolb (1984), ELT suggests that learning is a cyclical process involving concrete experiences, reflective observation, abstract conceptualisation, and active experimentation. TVET employs this cycle through hands-on learning experiences, feedback, and continuous improvement.

(f) **Andragogy:** this is a theory of adult learning that recognises that adult learners have unique needs and motivations. TVET caters to adult learners seeking to upgrade their skills or transition to new careers. Understanding and applying pedagogical principles, such as promoting self-directed learning

and relevance to the learners' lives, can enhance the effectiveness of TVET programmes for adult learners.

(g) **Perennialism:** emphasises the enduring and timeless ideas and values found in the great works of literature, philosophy, science and technology. It advocates for a rigorous curriculum that focuses on universal principles and truths, critical thinking, logical reasoning, and moral development alongside CBET as the promoted method of learning.

(h) **Humanism:** places the learner at the centre of education and emphasises the development of the whole person, including intellectual, emotional, social, and physical aspects. It values individuality, creativity, and personal autonomy. Instructors focus on nurturing learners' self-esteem, encouraging

curiosity, and fostering a positive and supportive learning environment.

(i) **Critical Pedagogy:** empowers students to become critical thinkers and agents of social change. It encourages learners to question societal norms, inequalities, and power structures. Trainers/Instructors engage learners in discussions about social justice issues and encourage them to act to address injustices. Critical pedagogy recognises that learning is a continuous and lifelong process. In TVET, instructors/trainers can instil a growth mindset in learners, encouraging them to see challenges as opportunities for learning and development. Learners can be motivated to seek continuous improvement and stay updated with emerging technologies and industry trends.

CHAPTER TWO

Situational Analysis

2.0. Introduction

The development of any framework must be based on the understanding of the current situation. This chapter, therefore, highlights the critical issues impacting the regional harmonisation and integration of TVET in the Eastern Africa region. It focuses on the Federal Democratic Republic of Ethiopia, the Republic of Kenya and the United Republic of Tanzania TVET systems. The aspects considered include Quality Assurance Frameworks, Governance/Institutional Frameworks, Stakeholders' Ownership and Commitment, Collaborations, Partnerships and Linkages, ICT Integration and Sustainable Financing. The Situational Analysis provides a basis for determining priority areas for action in the RPFTI.

2.1 Situational Analysis for the Federal Democratic Republic of Ethiopia (FDRE)

Despite being a central aspect of government policy, Ethiopia's TVET programme is affected by various challenges. The Situational Analysis of the country's TVET sector has strengths, weaknesses, opportunities and threats as analysed below.

2.1.1 Quality Assurance Frameworks

The quality assurance of the TVET training process in Ethiopia is weak in equipping learners with the required competencies. Quality assurance requires deliberate and timely efforts by the government and other key stakeholders for effective management of TVET systems to meet the labour market requirements.

2.1.2 Governance and Institutional Framework

The Government of Ethiopia has emphasised TVET in the new education and training policy. The Ethiopian TVET system is managed by two (2) federal ministries: The Ministry of Labour and Skills (MoLS), which is responsible for TVET, and the Ministry of Education (MoE), which is in charge of vocational and secondary

education. These two ministries formulate policies and guidelines within their responsibilities that are implemented by other regional ministries. MoLS is mandated to regulate all TVET (formal, non-formal and informal). TVET is governed at both federal and regional government levels. The executive bodies at the federal and regional levels take full responsibility, with the support of the line ministries, for implementing TVET.

The MoLS is responsible for implementing the reform agenda of the Ethiopian TVET system which emanate from the National Education and Training Policy. MoLS is also in charge of developing policies, guidelines and system reform documents. It initiates labour market demand analysis and develops occupational standards in line with the TVET NQF. Other activities include:

- (a) Introducing different modalities of TVET, including cooperative and in-company training;
- (b) Implementing the occupational assessment and certification system;
- (c) Building capacity of public TVET institutions in terms of human resources and infrastructure, as well as supporting private TVET institutions;
- (d) Providing industry extension services to micro and small enterprises;
- (e) Supporting technology transfer activities.

2.1.3 Stakeholder Ownership and Commitment

Stakeholder ownership is a key principle to promote effective multi-stakeholder partnerships in TVET. Ethiopia's education and training policy also addressed the importance of enhancing the role of the private sector in TVET training. The Ethiopian TVET Policy (2023) recognises the private sector's role in providing vocational training. The key stakeholders identified in this strategy include private employers, the business

sector; micro and small enterprises, or MSEs, and different cooperative associations; chambers of commerce and sectoral associations; trade unions and professional associations; private TVET providers, civil society organisations and NGOs.

Ethiopia's TVET Policy and Strategy expects stakeholders to play a major role in tasks such as policy development, drafting and reviewing the curricula, financing the TVET system, quality assurance through active involvement in setting up occupational standards and conducting occupational assessments; the provision of trainings, internships and apprenticeships; monitoring and evaluation through participation in TVET councils at federal and state levels; and assuming key roles in the management boards of TVET institutions.

However, the private sector's engagement is currently minimal. There is limited participation in selected TVET activities/tasks. It is further inhibited by many challenges.

2.1.4 Collaboration, Partnerships and Linkages

Collaboration between TVET and industries is critical for skills development, generation, innovation and technology transfer. The TVET institutions should work closely with industries to determine their standard and develop their curricula. The TVET institutions strive to strengthen linkages with industries to improve networking between academia and industries in order to understand the needs of each other better and identify how they can be met through the industry's programmes. Just like most of the developing countries, Ethiopia faces similar challenges of limited collaboration between TVET and industry. This escalates the skills gap and unemployability of TVET graduates in the country. The TVET institutions should grow the linkages between industries and serve the needs of domestic economic development. The Government of Ethiopia is preparing policies on TVET-

Industry linkages, which shall provide the basis for the policy framework for TVET industry collaboration.

2.1.5 ICT Integration

ICT is important in TVET. New information technologies have opened up new potential in learning. ICT need to be harnessed to provide widespread access to TVET. Major challenges in Ethiopia related to ICT utilisation and integration include absence of appropriate ICT infrastructure, limited ICT knowledge and skills on the part of trainers and learners; limited technical support during the teaching and learning process; lack of reliable internet connectivity, frequent power interruptions particularly in rural areas; lack of appropriate TVET policies on the use of technology; financial constraints, lack of training materials; frequent changes of policies; and poor maintenance of ICT equipment.

2.1.6 Sustainable Financing

Ethiopia's technical and vocational training sector is severely affected by the lack of sustainable financial sources, inadequate management system that is not supportive of the TVET sector. Despite the fact that the training model practised in Ethiopia recognises the two-tier model adopted from Germany, the responsibility of funding the technical and vocational training sector has been mainly shouldered by the government. Although the industrial/private sector has a significant role in providing financial support to the technical and vocational training sector, its contribution is limited. Therefore, the Government of Ethiopia should seek sustainable alternative budget sources, including donor funding, to support the TVET sector. The government should also establish an effective working system to utilise the resources effectively.

2.2.7. SWOT Analysis for the Federal Democratic Republic of Ethiopia (FDRE)-TVET

Table 1: Summary of SWOT Analysis for TVET – Federal Democratic Republic of Ethiopia

Priority Areas	Strength	Weakness	Opportunity	Threat
Quality Assurance Framework	<p>TVET has well established policy directives and guidelines for quality assurance.</p> <p>Accreditation of public and private institutions.</p>	<p>Problem with harmonising standards at all Federal and Regional levels.</p>	<p>Quality aspect gaining central importance to all processes and systems in TVET</p>	<p>Quality assurance not attracting equal attention from all TVET actors alike.</p>
Governance and Institutional Framework	<p>There are national and regional state structures to govern TVET (Public and Private).</p> <p>TVET has been considered as a loop/link to the employment of youth.</p>	<p>There are disparities in the TVET structure in the region.</p>	<p>Decentralisation of TVET systems and Governance</p>	<p>Frequent changes in the state structure. Political instability.</p>
Stakeholder Ownership and Commitment	<p>The government devises mechanisms to enhance the participation of industries in TVET training, labour market and tracer studies.</p> <p>There is growing interest in participating in preparing OS, curriculum, assessment process and training.</p>	<p>Passive participation in TVET activities and processes.</p> <p>Limited ownership by industries. Industries did not participate in TVET training at an equal level.</p> <p>Lack of incentives.</p> <p>Industry not appreciating Corporate Social Responsibility linked to TVET</p>	<p>Positive growth of industries in need of TVET.</p> <p>Some sectors have established skills councils</p>	<p>Obsolete training equipment and tools for TVET.</p> <p>Unskilled/unqualified graduates.</p>

Collaborations, Partnerships and Linkages	New legislation has been developed that gives a mandate to each institution to form collaborations, partnerships and linkages with local and international institutes.	Poor collaboration, partnerships and linkages among institutes. Lack of mutual arrangements.	Availability of incentives for Foreign Direct Investment (FDI). Establishment of industrial parks in several places.	Mistrust among TVET stakeholders in areas of intellectual rights and other patent rights. Bureaucratic procedures and processes
ICT Integration	ICT is emphasised by the government and considered one of the priority development sectors. Automation of the entire TVET system under implementation at the national level	Poor ICT infrastructure, and technical ICT skills gaps	The ICT sector is growing very fast Enhanced ability to detect and combat fraud in the system.	Rapid technology changes outdating some equipment, skills and programmes.
Sustainable Financing	The government's commitment to diversify the financial sources of TVET through developing new guidelines. Increased budget allocation for TVET by the government	Over reliance on government for TVET financing. Low generation of internal income by TVET institutions to sustain themselves	Prioritisation of the TVET Sector by the government Growing interest by non-government organisations to support TVET.	High Inflation impacts TVET financing and decreases government's capacity to allocate fund sufficiently. Changing budget priorities hence limited allocations to TVET.

2.2 The Republic of Kenya

The Government of Kenya is committed to promoting TVET as espoused in a number of legislations. These include Articles 53 and 55 of the Constitution of Kenya 2010, the Technical and Vocational Education and Training Act, 2013, Executive Order No. 1/2016, the revised Executive Order 2020, as well as Sessional Paper No. 1 of 2019. This document, titled "A Policy Framework for Reforming Education, Training and Research for Sustainable Development", recommends enacting a new legislative framework and reviewing existing legislation to govern and regulate education, training and research. Kenya's TVET is structured as an independent pathway on the NQF, promoting access, quality and relevance. TVET in Kenya has been identified as an enabler to actualising the Bottom-Up Economic Transformation Agenda (BETA) and The Fourth Medium Term Plan 2023-2027. Skills development is required to achieve this agenda of accelerating social-economic transformation at the bottom of the economy.

The vision of TVET in Kenya is "a high-quality TVET for global competitiveness" that is anchored on the four pillars of access, equity, quality and relevance in training. This is enshrined in the national and international legal frameworks. For instance, the AU CESA 16-25 includes expanding TVET provision as its eighth strategic objective, which envisions the expansion of "TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems."

2.2.1 Quality Assurance Framework

Sessional Paper No.1 of 2019 identified quality and relevant TVET programmes as a remedy to the skills mismatch challenge. To achieve this, the government is strengthening the coordination and regulatory framework in TVET, mainstreaming competency-based education and training, institutionalising quality assurance and accreditation system in TVET and reforming the assessment and examinations framework. The KNQA is mandated to coordinate and harmonise education and training to ensure that qualifications produced meet national standards. The Framework promotes recognition and equating of qualifications at all levels; strengthens

credit accumulation and transfer system for different categories of qualifications; promotes the internationalisation of the Kenyan education system; enhances quality assurance systems and standard(s) for qualifications; and establishes and maintains a national database of institutions, qualifications and graduates. The National TVET Standards ensure that the regulatory standards for quality assurance and occupational standards are met.

2.2.2 Governance and Institutional Framework

The Constitution of Kenya (2010) emphasises the importance of TVET in the national development agenda. The government is also committed to implementing international and regional agreements in education. To that end, TVET has been identified as an enabler to the achievements of the commitments in the Kenya Vision 2030, BETA, UN SDG, the AU Agenda 2063, CESA 16-25, and the Continental Strategy for Technical and Vocational Education and Training (CSTVET). In addition, the above commitments have been domesticated in various Acts of Parliament and government policies. These include:

- (a) TVET Act No. 29 of 2013 provided for the establishment of the TVET Authority to regulate the TVET sector; TVET Curriculum Development, Assessment and Certification Council (CDACC) to develop curriculum, assess and certify its outcomes;
- (b) The Kenya National Qualifications Framework Act No. 22 of 2014, which provided for the establishment of KNQA to develop and maintain the Kenyan qualifications framework and harmonise education and training in Kenya;
- (c) National Policy on Recognition of Prior Learning (2020);
- (d) Kenya Credit Accumulation and Transfer (KCAT) Policy to harmonise learners' mobility and progression within various levels of qualifications. The policy is an overarching framework to guide learners' entry, re-entry, mobility and qualifications within and between qualification levels, programs and institutions;
- (e) Development of a CBET Policy Framework to guide the implementation of CBET programmes;

- (f) Development of RPL Policy Framework to guide the implementation of recognition of skills acquired in informal and non-formal settings;
- (g) Development of the National Standards for Assessment of National Qualifications, which guides on assessment and certification of qualifications.

2.2.3 Stakeholders Ownership and Commitments

A weak linkage between public and private sectors in Kenya necessitated the establishment of the Public-Private Partnership Act 2013 to guide the agreement and engagement between the public and the private sectors. The Act is a great milestone since it has provided guidance on how public and private entities can engage in development projects for the national good. However, there are still challenges in the level of commitment to support TVET initiatives.

2.2.4 Collaboration, Partnerships and Linkages

A weak linkage between TVET and industry has led to a mismatch between demand and supply of skills. Developing, strengthening, and further institutionalising mechanisms to work with the industry is necessary. The up-skilling of trainers in TVET is not in tandem with dynamic changes in technology and machinery available in the industry.

The framework on linkages between industry and TVET institutions is weak.

2.2.5 ICT Integration

Sessional Paper No.1 of 2019 identifies the integration of ICT in TVET systems as being critical to its development. This includes the expansion of ICT infrastructure in education, training and research; enhanced policy, regulatory and institutional frameworks to support ICT integration; enhanced e-waste management and enhanced security, safety and ethical use of ICT.

2.2.6 Sustainable Financing

The Government of Kenya provides public institutions with infrastructure development and maintenance, equipment, trainers, and operational expenses. The cost of delivering TVET is high because it requires specialised infrastructure, tools, equipment and training. The government is also responsible for National TVET quality assurance, curricula development, assessment and certification. Since 2017, the government has also subsidised the fees paid by the trainees through capitation. Further, the government has developed a TVET Financing Policy Framework. The overall objective of this strategy is to ensure adequate, predictable and sustainable funding to deliver the sector objectives.

2.2.7 SWOT Analysis for the Republic of Kenya-TVET

Table 2: Summary of SWOT Analysis for TVET-Kenya

Priority Areas	Strengths	Weaknesses	Opportunities	Threats
Regulatory and Quality Assurance	Elaborate Regulatory Framework	Weak Enforcement, limited access to labour market information	Harmonisation of standards and mutual recognition of qualifications, state-of-the-art equipment	Low utilisation capacity
Governance and Institutional Framework	Clear legal and institutional framework Empowered human resource	Fragmented TVET systems	Shortage of specialised TVET skills	Competition from regional systems
Stakeholder Ownership and Commitments	Relevant legal frameworks in place e.g. PPP Act, 2013	Low prestige and attractiveness of TVET Poor coordination	Social partners' willingness to participate	Competition from other systems
Collaboration, Partnerships and Linkages	Establishment of National Sector Skills Councils (SSCs)	Weak linkages A mismatch between supply and demand for skills	Social partners and relevant stakeholders in place	Skills Mismatch
ICT Integration	Legal and policy framework in place	Inadequate ICT Infrastructure	Globalisation	Data Security; Cyber-attacks.
Sustainable Financing	Political goodwill in financing TVET sector Availability of TVET Financing Policy Framework	Heavy dependency on government funding Lack of structures for private sector and industry linkages Lack of learning management system TVET Funding Board not operationalised	Kenya's integration into regional economic blocs. International and regional recognition of TVET. CBET training approach Intergovernmental agencies that facilitate consultation and collaboration	Inadequate resources to match the expanding TVET sector; Rapid and dynamic technology change; High cost of delivering TVET

2.3 The United Republic of Tanzania

The TVET system is well established under the ministries responsible for education, science and technology for Tanzania Mainland and Zanzibar. In Tanzania, TVET aims to equip graduates with skills required for employment, decent work, entrepreneurship and lifelong learning. It also targets contributions to implementing the SDG agenda, Education and Training Policy 2014 (2023 Version); Technical Education and Training Policy 1996, NACTE and VETA Acts, Tanzania Development Vision (TDV) 2025; the Five-Year Development Plan (FYDP) III 2021/202-2025/2026, National Skills and Development Strategy (NSDS) 2017. The successful implementation will help to eradicate poverty and combat inequality in the country. It will also preserve the planet, create inclusive and sustainable economic growth, ensure full gender equality and fostering social inclusion are interdependent. The implementation is fostered through the presence of the following:

2.3.1 Quality Assurance Framework

Quality assurance has become part of the TVET reform agenda in Tanzania. Currently, NACTVET has been mandated to coordinate all matters related to TVET in Tanzania as part of the efforts to improve the quality of TVET. NACTVET has developed various quality assurance guidelines and regulations in TVET. These instruments are used by NACTVET to facilitate registration and accreditation of TVET institutions for enhancing quality assurance processes in line with international norms. The quality assurance framework mainly consists of the principles, methodologies, actions, measures and instruments through which quality in TVET is assured both at the system and provider level. In Tanzania, QAF ensures:

- (a) the product through the accreditation of achievement standards (such as occupational and qualifications standards as well as certification of a qualification);
- (b) TVET are recognised providers through registration and accreditation processes based on presence of standardised infrastructure, financial integrity and health, staff qualifications and experience, management systems, delivery systems, assessment and certification systems, and

student support systems;

- (c) the monitoring and auditing of provider processes and outcomes, including student learning and employment outcomes as well as student and user satisfaction levels;
- (d) the control, supervision or monitoring of assessment, certification and graduation procedures and outcomes;
- (e) provider or system-wide evaluations of quality, including evaluations by external agencies;
- (f) the provision of public information on the performance of providers such as programme and component completions student and employer satisfaction.

However, the quality assurance methods and processes, recruitment and staff development, parallel TVET qualifications and curriculum, and governance and management in TVET have been affecting the quality management system implementation in TVET institutions. Also, limited resources and inadequate teaching and learning materials and facilities have affected training at TVET institutions. Quality management system practices and implementation at TVET institutions must be adequately supported with resources to ensure that training provision meets the industry requirements.

2.3.2 Governance and Institutional Framework

The Government enacted the Education Act of 1978 (R.E. 1995) following release of the Education and Training Policy of 1995, Technical Education and Training Policy of 1996, VETA and NACTVET Acts of 1975 (R.E. 2006) and 1997 (R.E. 2013 and 2021) respectively to regulate TVET provision. The Acts and policies laid a foundation for future harmonisation of the TVET system in post-independence Tanzania. During the colonial era, TVET provision was aimed at utilitarian purposes only, with emphasis on preparation of artisans mostly for motor vehicle and construction trades to serve colonial interests. There was one institute offering technical education and training course in secretarial studies and in civil and mechanical engineering at technician levels only. After independence, the government was compelled to establish various technical institutions under various ministries due to a shortage of middle level personnel. The government also continued

establishing VET institutions for various trades. All TVET institutions were established based on the philosophy of Education for Self-Reliance (ESR) of 1967, and the Arusha Declaration of 1967.

Since 1975, VETA started regulating VET institutions centrally and technical institutions were not regulated until 1997 when NACTVET was established for regulating the sub-sector. In October 2021, the NACTE Act was amended by adding the function of regulating VET institutions amongst others, making the Council the overall body regulating the TVET sector. VETA remained with the role of managing the provision of vocational education and training for public VET institutions. Following the amendments, TVET is now regulated under NACTVET. Under these arrangements, TVET has been transformed to offer TVET programmes for artisans, technicians and professionals.

2.3.3. Stakeholder Ownership and Commitment

In Tanzania, education policies have provided for the participation of all stakeholders in the governance of TVET institutions. These include the industry, private sector, and civil society. The policies have also provided for establishing sector advisory committees for VET institutions or subject boards for technical institutions responsible for various aspects of TVET such as assessment, quality assurance, certification, monitoring and evaluation, curriculum review and development. Stakeholders agree that these platforms will help to strengthen the linkages between TVET and the labour market. However, these committees and platforms are not fully functional due to limited financial resources to facilitate their meetings.

2.3.4 Collaborations, Partnerships and Linkages

TVET institutions cannot successfully provide a high-quality workforce with advanced skills if they operate in isolation from industries that require skilled workers. TVET institutions must establish collaborative linkages with these industries that require their graduates. Such linkages on well fashioned partnership terms will guarantee quality skills and a smooth transition from school to work. In order to meet the skill needs of the teeming youths and addressing the ever-increasing unemployment and underemployment, the Government of Tanzania has been compelled to strengthen the

link between institutions and the workplace. In most cases, this involves engaging the industry, developing occupational standards, and work-based verification and continuous assessment of trainees. The country needs a production-oriented TVET that incorporates functional skill development and knowledge-driven programmes with sufficient motivational and reward mechanisms. The following challenges have saddled collaboration and partnerships between TVET institutions and industries.

- (a) Society relates TVET to engineering programmes instead of covering the entire sector. However, awareness strategies and campaigns are in place to alleviate this challenge.
- (b) There are misconceptions in relation to forms of collaboration, partnership and linkages. Recent initiatives have been placed to inspire the system to collaborate with industry as partners; and
- (c) Poor perception on TVET among parents and community. However, awareness strategies are in place to alleviate this challenge.

Some essential mechanisms such as TVET institution-workplace collaboration have already been put in place to enable TVET to produce people with the requisite skills and high quality innovative minds to build the world and make it a better place.

2.3.5 ICT Integration

Education systems in the world today are undergoing major shifts in their delivery systems to accommodate shifting demands in the lifestyles of people. TVET systems in Tanzania are moving towards implementing e-learning in their teaching and learning processes. The application and appreciation of ICT was spurred by the outbreak of COVID -19 pandemic. Since then, the application of ICT has become intensified.

ICT-based training and learning models lower the cost of study and allow learners to stay in their communities and earn an income while learning or working. ICT-based learning also benefits the industry or employer who does not have to deal with apprentices taking leave for mandatory classroom-based instruction. However, ICT-based learning is constrained by the weak ICT skill levels

of the trainers/instructors and learners, negative attitudes toward using e-learning models to deliver training, limited financial resources, inadequate ICT infrastructure. Limited connectivity, high costs of running/utilising ICT platforms and the inadequate capacity to embrace new technologies are affecting the adoption of new learning technologies.

2.3.6 Sustainable Financing

The financing mechanisms for TVET in Tanzania depends on the government and private sector providers. Sources of financing for TVET include government subsidies, TVET levies/funds, fees (student, research, etc.), and grants from development partners. Financing of TVET in the private sector is mostly from the shareholders, fees

and, to some extent, the development partners. Public and private companies rely heavily on tuition fees to finance training materials and workshop equipment. Despite TVET's importance in promoting industrialisation, Tanzania continues to face challenges of low investments in terms of finances, teaching and learning materials, infrastructure, and capacity development compared to other sectors of the economy such as agriculture, education, and health.

The government has also involved the industry in establishing a TVET system. Thus, a number of TVET institutions have emerged in recent years covering marketable occupations needed by industry and professions.

2.3.7 SWOT Analysis for the United Republic of Tanzania-TVET

Table 3: Summary of SWOT Analysis – United Republic of Tanzania

Priority Area	Strengths	Weaknesses	Opportunities	Threats
Quality Assurance Framework	Well-established QAF at national, agency and institutional levels.	The current framework limits the participation of non-academic stakeholders from industries (GPA syndrome)	Reforms of the National Education System give room for transformation in TVET.	The existence of academic centred QAF
Governance/ Institutional Framework	<p>Recognition of national policies and strategies as a tool for economic growth and poverty reduction</p> <p>A diverse set of public and non-governmental organisations, CSOs, FBOs</p> <p>The presence of an overall coordinating regulatory body i.e., NACTVET</p> <p>Involvement of a variety of stakeholders, including employers, professional bodies, workers' organisations and the government</p> <p>Adoption of CBET approach providing a system of developing training according to labour market demands</p>	<p>A weak partnership between TVET institutions and employers to enhance training relevance</p> <p>Weak placement services for awareness and inadequate tracer studies to evaluate the relevance of the courses offered</p> <p>Over-reliance on TVET in institutional-based training neglects the importance of work-based learning</p> <p>Poor TVET training infrastructure, inadequate TVET instructors with industries experience or training in CBET delivery</p>	<p>Tanzania's integration into regional economic blocs (e.g., East Africa Community)</p> <p>International and national concerns for TVET</p>	<p>Low allocation of the budget to TVET</p> <p>Difficulties in linking TVET development to national and regional development.</p>

<p>Stakeholder Ownership and Commitment</p>	<p>National education policies provide for the participation of all stakeholders, including the industry, private sector, civil societies and others in the governance of TVET institutions. The policies have also provided for establishing sector advisory committees or councils responsible for various aspects of TVET such as assessment and quality assurance.</p>	<p>Varied ownership and commitment levels between stakeholders, e.g., public vs. private sector.</p>	<p>Room to excite and encourage more TVET stakeholders into the integration process through existing platforms</p> <p>Ever-growing informal private sector</p>	<p>Wrong public perception of TVET skills among youths, rated as a second-class option.</p>
<p>Collaboration, Partnerships and Linkages</p>	<p>The presence of regional and global professional bodies like IUCEA/EASTRIP and the World Bank, which promote partnerships and collaboration</p> <p>Existing policies and initiatives to enhance partnerships, linkage and collaboration within regional blocs like EAC and SADC to member states</p>	<p>Low willingness by the industry to participate in TVET processes due to lack of motivation</p>	<p>Absence of a clear mechanism to track and monitor collaboration, partnership and linkages</p> <p>Low appreciation and acknowledgement of active stakeholders</p>	<p>Limited areas of collaboration as influenced by varied priorities of different stakeholders, e.g. Government</p> <p>Risk of weakening linkages with the labour market due to less direct benefit to the industry</p>

ICT Integration	<p>Strong political commitment to leverage ICT, country stability and reliability. Comparative edge of established data depository capacity and technology ecosystem/safe and reliable infrastructure</p> <p>Advanced position in digital governance within education systems</p> <p>Developed In-house capabilities in TVET</p>	<p>Low research and development activities and technological incorporation in the digital areas. Restriction of access to international systems</p> <p>Limited capacity in regional integration due to lack of digital infrastructure with EAC countries</p>	<p>Improved international connections and regional integration (regional ICT hub)</p> <p>Expansion of the services sector in alignment with the Digital Strategy</p> <p>Online education and training opportunities.</p>	<p>Economic difficulty affecting the availability of financial resources Competition from other regions</p> <p>Fast-paced technological progress in the World.</p> <p>Different levels of ICT usage and appreciation among TVET</p>
	institutions, agencies and stakeholders to design, develop and deploy ICT in TVET activities.	Inadequate financial and capital resources to support timely and effective ICT integration	Existing ICT infrastructure and ICT development policies, strategies and frameworks are integrated in TVET	stakeholders Low reach and penetration rate of ICT infrastructure needed for integration
Sustainable Financing	<p>Shared/Common understanding of the importance of TVET skills for socio-economic development, hence great possibilities for joint financing of TVET.</p> <p>The existence of the basic M&E mechanism at the national and TVET institution levels that promotes value for money and continuity</p>	Inadequate financial and capital resources to support needed TVET reforms and processes	Immediate /direct commercial value of TVET skills that can allow TVET institutions to run programmes that generate income to finance TVET initiatives at their level	Limited financial and capital resources in TVET to allow for effective implementation of TVET integration

2.4 Regional Situation of TVET Integration

Table 4: Summary of the regional situation of TVET Integration

Priority Areas	Strengths	Weaknesses	Opportunities	Threats
Governance and Institutional Framework	National governance and institutional frameworks are well established in the countries.	The administration of TVET systems belongs to different levels of governance and ministries.	Existence of regional initiatives to harmonise and integrate TVET systems	Frequent change in government structure. Lack of funds for strengthening governance among member states. Political instability
Quality Assurance Framework	Well-established QAF at national, agency and institutional levels.	Weak enforcement of QA System. Lack of information from the industry Low participation of the industry in QA processes to make it industry driven.	Establishment of harmonised quality assurance framework in the region	Non-compliance. Non-recognition of TVET graduates internationally due to weak QA system. If it is not addressed, could seriously dampen the industrialisation and integration agenda
Stakeholder Ownership and Commitment	Stakeholders' perception changing positively towards TVET and willingness to engage with the government. Presence of legal and policy frameworks to guide public – private engagements	TVET ownership is dominantly government with limited participation of other stakeholders, e.g. private sector and industries. Lack of incentives and platform for engagement	There is room for the private sector and industry to supplement TVET activities. The growth and expansion of the private sector	The mismatch of interest between the TVET institutions and stakeholders. Mistrust among TVET stakeholders.

<p>Collaboration, Partnerships and Linkages</p>	<p>The presence of regional bodies (IUCEA, IGAD, EAC, SADC), which support and promote TVET activities.</p> <p>The participating countries have developed the National Sector Skills Councils and industrial advisory bodies, which enhance collaboration, partnership and linkages among TVET stakeholders.</p> <p>Presence of legal and policy frameworks to guide public – private engagements</p>	<p>Absence of incentives and established mechanisms for collaboration</p> <p>Lack of win-win (mutual) arrangements.</p> <p>Inefficient implementation of existing collaboration, partnership and linkages</p>	<p>Enhanced collaboration between TVET stakeholders (industries and institutions).</p> <p>The governments prioritise Foreign Direct Investment, which seeks collaboration, partnerships and linkages with TVET.</p>	<p>There is a mismatch of training with market needs.</p> <p>Possibility of unprofessional business practices</p>
<p>ICT Integration</p>	<p>Great strides have been made to integrate ICT into TVET.</p> <p>Growth of positive perception in favour of TVET in the region.</p> <p>Governments have made significant invested in ICT infrastructure and systems</p>	<p>Selected countries have not achieved commercial digital integration in TVET systems despite ICTs becoming important in TVET globally.</p> <p>Restriction of access to international capacity and limited regional integration due to lack of digital infrastructure within member states.</p> <p>Non-supportive policies governing ICT development in member states.</p>	<p>Creation of digital platforms that allow online learning.</p> <p>Emergence of global private entities to support TVET</p> <p>Increased appreciation of ICT in various industries by different stakeholders</p>	<p>It hampers integration due to the low reach and penetration of ICT.</p> <p>Technologies are changing now and then (getting obsolete).</p> <p>The fluctuating cost of ICT infrastructure makes it costly to keep pace with.</p>

Sustainable Financing	Presence of legal and policy framework for financing TVET.	The major source of TVET financing is predominantly government.	<p>Willingness by private sector and industry to finance and support TVET activities.</p> <p>High potential to provide financial support to the technical and vocational training sector by TVET stakeholders.</p>	<p>Uneven/varied TVET development levels in different parts of the region in focus (regional integration).</p> <p>High Inflation</p>
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CHAPTER THREE

Priority Areas and Actions

3.0 Introduction

This chapter outlines the policy framework areas and actions to enhance regional integration among member states and beyond. The policy framework action on each key objectives is expected to integrate member states in economic, social and cultural spheres.

3.1. Quality Assurance Framework

3.1.1. Policy Issues

- (a) Lack of a harmonised regional TVET Qualifications Framework;
- (b) Lack of a regional TVET Occupational Competency Assessment Framework;
- (c) Lack of a regional TVET Quality Assurance Framework;
- (d) Lack of mutually recognised Occupational Standards;
- (e) Weak research and innovation systems in TVET;
- (f) Lack of regional Sector Skills Councils;
- (g) Lack of regional standards and guidelines for assessing and awarding qualifications;
- (h) Lack of a regional monitoring and evaluation framework.
- (i) Lack of a regional Curriculum Development and Assessment Framework.

3.1.2. Policy Actions

- (a) Establish a harmonised regional TVET Qualification Framework.
- (b) Develop a regional TVET Occupational Competency Assessment Framework.
- (c) Develop a regional TVET Quality Assurance/Regulatory Framework.
- (d) Develop mutually recognised Occupational Standards.
- (e) Promote research and innovation systems in TVET.
- (f) Establish regional Sector Skills Councils.
- (g) Develop national standards and guidelines for

assessing and awarding of qualifications.

- (h) Develop a regional monitoring and evaluation framework.
- (i) Develop a regional Curriculum Development and Assessment Framework.

3.2. Governance and Institutional Framework

3.2.1. Policy Issues

- (a) Lack of regional TVET coordinating systems;
- (b) Lack of Sector Skills Councils to inform curriculum development at all levels;
- (c) Lack of a regional system of recognising the attainment of knowledge, skills, competencies, values and attitudes;
- (d) Lack of clarity in the roles and responsibilities of the key actors;
- (e) Inadequate capacity of implementing institutions.

3.2.2. Policy Actions

- (a) Establish a regional TVET coordinating unit to oversee implementation;
- (b) Establish unit/body in each country to oversee the harmonisation of OS, curriculum, assessment, certification and quality assurance processes;
- (c) Develop/Implement a regional RPL Policy Framework;
- (d) Clarify roles and responsibilities of the key actors; and
- (e) Build the capacity of implementing institutions.

3.3. Stakeholder Ownership and Commitment

3.3.1. Policy Issues

- (a) Weak collaborations, linkages and partnerships between TVET and key stakeholders;
- (b) Lack of TVET stakeholders' database;
- (c) Low awareness and publicity of TVET among stakeholders;
- (d) Lack of intergovernmental stakeholder forum(s) at regional and national levels;

- (e) Lack of regional stakeholder incentive mechanisms within TVET; and
- (f) Lack of regional legal frameworks for dispute resolution within TVET.

3.3.2. Policy Actions

- (a) Create awareness and publicity of TVET among stakeholders;
- (b) Establish TVET stakeholders' database;
- (c) Establish inter-governmental TVET stakeholders' forums at national and regional levels;
- (d) Build capacity of all TVET stakeholders;
- (e) Establish regional stakeholder incentive mechanisms within TVET; and
- (f) Develop a regional legal framework for dispute resolution within TVET.

3.4. Collaboration, Partnerships and Linkages

3.4.1. Policy Issues

- (a) Lack of regional multi-sectoral linkages and collaboration framework within TVET;
- (b) Lack of intra- and inter- national cooperation and cross-border collaboration in TVET;
- (c) Weak mechanisms within NQF;
- (d) Lack of regional Continuous Professional Development (CPD) framework within TVET;
- (e) Lack of database of all TVET stakeholders.

3.4.2. Policy Actions

- (a) Promote regional multi-sectoral linkages and collaboration within TVET;
- (b) Promote intra- and inter- national cooperation and cross-border collaboration in TVET;
- (c) Strengthen regional and national TVET qualification frameworks;
- (d) Promote regional CPD within TVET;
- (e) Create and update the database of all TVET stakeholders.

3.5. ICT Integration

3.5.1. Policy Issues

- (a) Lack of digitalised and integrated regional learners' achievements database;
- (b) Inadequate ICT infrastructure within TVET in the region;
- (c) Low ICT uptake within TVET;
- (d) Lack of data security.
- (e) Lack of ICT integration framework

3.5.2. Policy Actions

- (a) Digitalise and integrate the regional learners' achievements database;
- (b) Build ICT infrastructural capacity within TVET in the region;
- (c) Promote the use of ICT among TVET;
- (d) Enhance mechanisms to fight cybercrime (ensure data security).
- (e) Develop and implement the ICT integration framework.

3.6. Sustainable Financing

3.6.1. Policy Issues

- (a) Lack of regional sustainable financing mechanisms within TVET;
- (b) Lack of a regionally harmonised financing model (Differentiated Unit Cost) of TVET;
- (c) Lack of a regional resource mobilisation strategy.

3.6.2. Policy Actions

- (a) Establish sustainable financing mechanisms within TVET;
- (b) Develop a regionally harmonised Differentiated Unit Cost (DUC) of TVET;
- (c) Develop a regional resource mobilisation strategy.

CHAPTER FOUR

Institutional and Implementation Framework

4.0 Introduction

This chapter presents the regional institutional and implementation framework for the policy on TVET integration. A multi-agency stakeholders approach will be used in the implementation of this policy. Member states shall implement the policy using their existing national legal and institutional frameworks.

4.1. Institutional and Implementation Framework

IIF provides the conceptual model of implementation, understanding and guidance on the steps involved in the implementation process. It also outlines the roles and appropriate actions to be taken by various implementing institutions in the participating countries in order to accomplish the integration of TVET in the region. IIF includes specific activities, procedures and strategies that promote quality implementation of the policy. Further to this Framework, a five-year Implementation Plan will be developed to operationalise the policy on TVET integration. This plan will guide the annual cost work plans of the various implementing entities.

4.1.1 Implementing Institutions

The implementation of IIF on TVET Integration will be done by various stakeholders from responsible government Ministries, Departments and Agencies (MDA) as well as the private sector, development partners and civil society organisations operating in the respective countries. The implementing institutions (stakeholders) are as indicated below:

4.1.2 The National Skills Council (NSC)

This will be established in each member state as the facilitation body. The NSC will coordinate the implementation of the policy framework, thus linking TVET to the Industry Implementation Plan.

4.1.3. **National and Regional Governments** will provide governance, administration, coordination, supervision, planning, financing.

4.1.4. **Ministries in charge of TVET** will provide governance, administration, coordination, planning and financing for the implementation of the policy framework on TVET integration;

4.1.5. **IUCEA** will be the Regional Facilitation Unit (RFU) responsible for the implementation of the framework at the regional level;

4.1.6. **National authorities in member states** will provide accreditation, registration, assessment and quality assurance;

4.1.7. **Registered TVET Institutions** will provide training, assessment and certification, subject to the respective country mandates related to this function;

4.1.8. **Employers/industry/private sector/social partners** will provide technical and financial support for activities and linkages within TVET.

4.1.9. **Development partners** shall provide technical and resource mobilisation at various levels to support the implementation of the policies.

4.1.10. **Research/ innovation institutions** shall provide technical support on research, career guidance, and counselling and implement good practices within this policy framework.

4.1.11 **Professional bodies** shall give guidance and consultation on the acceptable standards for specific sectors.

4.1.12. **Learners and trainees shall utilise the linkages established to develop their skills.**

Proposed Institutional Structure for Regional TVET Integration

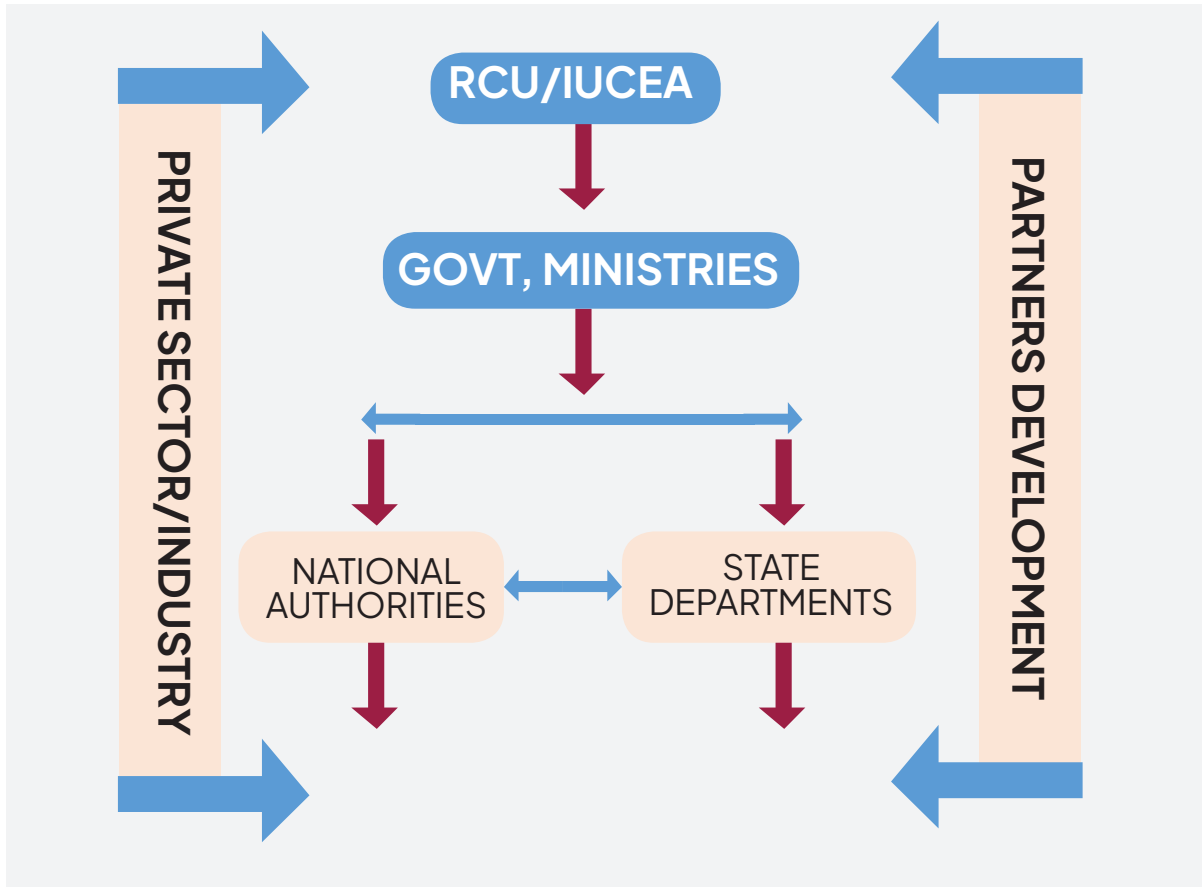


Figure 1: Proposed Organogram Structure for the Regional Policy Framework on TVET Integration

CHAPTER FIVE

Monitoring, Evaluation, Reporting and Policy Review

5.1 Introduction

This chapter highlights monitoring, evaluation, reporting and review of the policy. M&E is important in tracking progress of policy implementation. An M&E Framework shall be developed and aligned to the Annual Work Plans and the National Performance Management System. It will form the basis for continuous improvement and act as an important accountability mechanism for stakeholders and funding agencies.

5.1.1 Policy Framework Statement

The Regional Coordination Unit (RCU) shall establish a regional M&E framework to monitor, track and evaluate the implementation of the policy framework objectives.

5.1.2 Policy actions

- (a) Develop a Regional Monitoring, Evaluation and Reporting Framework;
- (b) Develop a Risk Management Framework;
- (c) Establish a sustainable Linkage and Collaboration Funding Strategy;
- (d) Build member state capacity to undertake M&E;
- (e) Conduct mid-term and end-term evaluations

5.2 Reporting

5.2.1 Policy Statement

The RCU shall ensure standardised and timely documentation and reporting on progress by the implementing institutions.

5.2.2 Policy actions

- (a) Develop a standardised regional documentation and reporting tool;
- (b) Produce quarterly and annual progress reports in a consultative manner;
- (c) Disseminate generated reports to all stakeholders;
- (d) Provide guidance on timely reporting, decision making and direction at all levels;
- (e) Establish a monitoring and evaluation system to ensure the policy framework objectives are achieved.

5.3 Policy Framework Review

This Policy Framework shall be reviewed after every five years of its implementation or when the need arises.

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Appendices

Appendix 1: Regional TVET Integration Policy Framework Implementation Plan

No.	Strategy/ Activity	Output(S)	Indicator	Responsible Organ	Period				
					Q1	Q2	Q3	Q4	
Strategy 1: Establish Regional Governance and Institutional Frameworks									
1.1	Develop regional governance and institutional structure	A regional governance and institutional structure	Copy of governance and institutional structure	Ministries/ Sectoral Council of Ministers					
1.2.	Establish RCU to oversee the implementation of RPFTI	RCU to oversee implementation of RPFTI	RCU in place	Council of Ministers					
1.3	Clarify the roles and responsibilities of the TVET key actors.	Roles and responsibilities of the TVET key actors	Roles and responsibilities documented	RCU/ NCUs Ministries					
1.4	Establish National Coordination Units (NCUs) in each country to oversee the harmonisation of OS, curriculum, assessment and quality assurance processes	NCU (implementation units) established	NCU in place	RCU/ Ministries					
1.5	Develop a Regional RPL Policy Framework	Regional RPL Policy Framework	Regional RPL Framework in place	RCU/IUCEA					
1.6	Build the capacity of implementing institutions.	Implementing institutions capacity built	Training Manuals, Training Programme, List of trained institutions	RCU/ Ministries					
Strategy 2: Implement the Harmonised Regional TVET Qualifications									
2.1	Develop Regional TVET Occupational Competency Assessment Framework (RTOCAF)	Regional TVET Occupational Competency Assessment Framework	Copy of the RTOCAF documented	RCU/IUCEA Ministries					
2.2	Develop Regional TVET Quality Assurance Framework	Regional TVET Quality Assurance Framework	Copy of TVET Quality						

No.	Strategy/ Activity	Output(S)	Indicator	Responsible Organ	Period			
					Q1	Q2	Q3	Q4
			Assurance Framework documented	RCU/IUCEA				
2.3	Develop Mutually Recognised Occupational Standards	Mutually Recognised Occupational Standards	Number of mutually recognised OS	RCU/IUCEA				
2.4	Develop a Regional Framework for Research and Innovation Systems in TVET;	Regional Framework for Research and Innovation Systems in TVET	Regional Research and Innovation Framework documented	RCU/IUCEA				
2.5	Develop a Regional Framework for establishing National Sector Skills Councils	Framework for Establishing Sector Skills Councils	Copy of Regional Framework for establishing Sector Skills Councils documented	RCU/IUCEA				
2.6	Develop regional standards and guidelines for assessing qualifications	Regional standards and guidelines for assessing qualifications	Standards and guidelines for assessing qualifications documented	RCU/IUCEA and NCUs Ministries				
Strategy 3: Enhance Stakeholder Ownership and Commitment								
3.1	Create awareness and publicity of TVET among stakeholders	Regional TVET stakeholders sensitised	Pro- TVET journal and publicity guidelines MIS in place	RCU/ Ministries NCU				
3.2	Establish TVET stakeholders' database	A database of TVET stakeholders	TVET stakeholders' database in place	NCUs/ Ministries				
3.3	Establish a regional framework for inter-governmental TVET stakeholder forums	Regional framework for intergovernmental TVET stakeholders' forums	Regional framework for intergovernmental TVET stakeholders' forums in place	NCUs/ Ministries				
3.4	Build the capacity of all stakeholders on TVET		Training Manuals, Training Programmes, Profiles of Stakeholders	NCUs/ Ministries/ RCU				

3.5	Establish regional stakeholder incentive strategy within TVET	Regional Framework for Stakeholder Incentive Strategy	Regional Incentive Strategy in place	RCUs/ IUCEA NCU				
3.6	Develop a regional legal framework for dispute resolution within TVET	Establish a Regional Framework for Dispute Resolution.	Regional Legal Framework for Dispute Resolution in place	RCU/ NCU/ Ministries				

No.	Strategy/ Activity	Output(S)	Indicator	Responsible Organ	Period			
					Q1	Q2	Q3	Q4
Strategy 4: Establish Regional Collaborations, Partnerships and Linkages								
4.1	Promote regional multi-sectoral linkages and collaboration within TVET	Establish a Regional Framework for Linkages and Collaborations in TVET;	Regional Framework for Linkages and Collaborations established	RCU/ Ministries NCU				
4.2	Promote intra- and inter- national cooperation and cross-border collaboration in TVET	Regional intra- and inter-national cross-border collaboration	Policies and Guidelines for collaboration established	NCUs/ Ministries				
4.3	Strengthen National TVET Qualifications Frameworks	National TVET Qualification Frameworks strengthened	LMI Reports documented	NCUs/ Ministries				
4.4	Promote Regional CPD within TVET	A Regional Framework for CPD within TVET	Training Programmes, Manuals, Certification	RCU/ Ministries RFTI				
4.5	Create and update the database of all TVET stakeholders	Establish a database of TVET Stakeholders	Database of TVET stakeholders in place	NCUs/ Ministries/ IUCEA				
Strategy 5: Promote ICT Integration								
5.1	Digitalise and integrate the regional learners' achievement database	Framework for inter-governmental TVET stakeholders' forums at national and regional levels	Regional Learners' Achievement Database in place.	RCU/ Ministries NCU				
5.2	Build ICT infrastructural capacity within TVET in the region	ICT infrastructural capacity built	ICT infrastructural capacity within TVET in place	RCU/IUCEA NCU/Ministries				

5.3	Promote the use of ICT among TVET stakeholders	Enhanced utilisation of ICT among TVET stakeholders	Number of TVET stakeholders using ICT. Level of ICT utilisation	Ministries/NCUs				
5.4	Enhance mechanisms to fight cybercrime (ensure data security).	Develop a regional framework to combat cybercrime.	Regional Anti Cybercrime Framework to combat cybercrime in place. Number and profile of cybercrime cases documented	Ministries TVET institutions				
5.5	Digitalise and integrate the regional learners achievements database	Digitalised and Integrated Regional Learners Records Database	Regional Learners Achievement Database in place	RCUs/IUCEA				

No.	Strategy/ Activity	Output(S)	Indicator	Responsible	Period			
					Q1	Q2	Q3	Q4
Strategy 6: Develop a Sustainable Financing Mechanism								
6.1	Establish sustainable financing framework for TVET	A Regional TVET Financing Framework	Financing Framework for TVET in place	RCU/ Ministries NCUs				
6.2	Develop a regional harmonised financing model (Differentiated Unit Cost) of TVET	A regional Differentiated Unit Cost of TVET	A regional harmonised financing Model documented	RCU/IUCEA				
6.3	Develop a regional resource mobilisation strategy.	A regional framework for resource mobilisation	Mobilisation Strategy Document in place	RCU/IUCEA				

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