

# Financing Vocational Training in Sub-Saharan Africa



Adrian Ziderman



THE WORLD BANK

# Financing Vocational Training In Sub Saharan Africa Africa Human Development Series

**Rupert Maclean, David Wilson**



## **Financing Vocational Training In Sub Saharan Africa Africa Human Development Series:**

**Financing Vocational Training in Sub-Saharan Africa** Adrian Ziderman, 2003 For developing countries vocational training is a vital component of the drive to enhance productivity stimulate economic competitiveness and lift people out of poverty However training provision in many countries is underfinanced and fragmented and traditional state funded training programs are proving inadequate to the task Financing Vocational Training in Sub Saharan Africa emphasizes the central role that financing strategies should play in enhancing the effectiveness and efficiency of training systems as a whole through incentives greater competition and the integration of private and public provision This book describes the emerging consensus about best practice in the financing of training drawing on experience in Latin America and Asia and testing this consensus against findings from Sub Saharan Africa It sets out the case for financing interventions by governments and scrutinizes the role and effectiveness of national training agencies payroll levies and alternative transfer mechanisms for institutional funding This discussion draws on lessons from the experience of Kenya South Africa Tanzania and Zimbabwe The book will be of particular interest to policymakers and practitioners of vocational training in developing countries to development policy analysts and to students and scholars of education and training systems worldwide *Skills*

*Development in Sub-Saharan Africa* Richard K. Johanson, Arvil V. Adams, 2004-01-01 This publication reviews recent developments within technical and vocational education and training TVET in sub Saharan Africa as well as future challenges in skills development in the region Based upon 70 case studies covering 20 countries it provides a good starting point for the development of country policies and programmes of relevance to other African regions as well as countries in other regions facing similar challenges Issues discussed include the labour market context reform of public training programmes regulation of non government training institutions enterprise based training building skills for the informal economy balancing cost effectiveness with growth and equity and financing *The Skills Balancing Act in Sub-Saharan Africa* Omar Arias, David K. Evans, Indhira Santos, 2019-01-31 Despite strong recent economic growth Sub Saharan Africa has levels of economic transformation poverty reduction and skill development far below those of other regions Smart investments in developing skills aligned with the policy goals of productivity growth inclusion and adaptability can help to accelerate the region's economic transformation in the 21st century Sub Saharan Africa's growing working age population presents a major opportunity to increase shared prosperity Countries in the region have invested heavily in building skills public expenditure on education increased sevenfold over the past 30 years and more children are in school today than ever before Yet systems for building skills in this population have fallen short and these shortcomings significantly impede economic prospects In half of the countries fewer than two in every three children complete primary school even fewer reach and complete higher levels of education Learning outcomes have been persistently poor leading to substantial gaps in basic cognitive skills literacy and numeracy among children young people and adults The literacy rate of the adult population is below 50 percent in

many countries functional literacy and numeracy rates are even lower. Systemwide change is required to achieve significant progress. Multiple agencies at the central and local levels are involved in skills development strategies making skills everyone's problem but no one's responsibility. Policies and reforms need to build capacity for evidence-based policies and create incentives to align the behaviors of all stakeholders with the pursuit of national skills development goals. The Skills Balancing Act in Sub-Saharan Africa: Investing in Skills for Productivity, Inclusivity and Adaptability lays out evidence to inform the policy choices that countries will make in skill investments. Each chapter addresses a set of specific questions drawing on original analysis and synthesis of existing studies to explore key areas: How the skills appropriate to each stage of the life cycle are acquired and what market and institutional failures affect skills formation. What systems are needed for individuals to access these skills including family investments, private sector institutions, schools and other public programs. How those systems can be strengthened. How the most vulnerable individuals, those who fall outside the standard systems and have missed critical building blocks in skills acquisition, can be supported. Countries will face trade-offs, often stark ones that will have distributional impacts and a bearing on their development path. Committed leaders, reform coalitions and well-coordinated policies are essential for taking on the skills balancing act in Sub-Saharan Africa.

**OECD Reviews of Vocational Education and Training: Apprenticeship in England, United Kingdom** Kuczera, Małgorzata, Field Simon, 2018-04-11. One of a series of studies on vocational education and training, this review focuses on the apprenticeship system in England and concludes with policy recommendations. *Developing Post-Primary Education in Sub-Saharan Africa* Alain Mingat, Blandine Ledoux, Ramahatra Rakotomalala, 2010-04-09. Countries in Sub-Saharan Africa have made substantial progress in universalizing primary school completion. Many young Africans are completing primary schooling and many more will do so in the coming years. The pressure already strong to expand secondary and tertiary education is expected to intensify. Finding a sustainable path for such expansion is a challenge for all countries in the region. Given the diversity across African countries, *Developing Post-Primary Education in Sub-Saharan Africa: Assessing the Financial Sustainability of Alternative Pathways* offers no generic policy fix. Rather, it seeks to provide policy makers and their development partners with an analytical tool to inform discussion and debate about alternative options in light of country circumstances. It presents simulation scenarios that serve an illustrative function to draw attention to the implications of such options as raising the share of education in the national budget, reforming the service delivery arrangements to manage costs, diversifying the student flow beyond lower secondary education and enlarging the role of private funding, particularly in post-primary education. The study captures the nature of the policy choices by presenting alternative packages of policies and using them to clarify the affordability of what the authors characterize as spartan and generous choices. One of the study's most valuable contributions is the flexibility of the simulation model, which can be used to adapt the package of policies to national contexts. *Developing Post-Primary Education in Sub-Saharan Africa: Assessing the Financial Sustainability of Alternative Pathways*

which contains detailed annexes with results for 33 low income countries will be of interest to national education policy makers and development partners as well as education researchers and education consultants

**Innovative Strategies in Technical and Vocational Education and Training for Accelerated Human Resource Development in South Asia** Asian Development Bank, 2014-01-01 This publication highlights priorities and strategies in meeting current and emerging needs for skills development in South Asia The report is in line with the Asian Development Bank's effort to support its developing member countries priorities toward global competitiveness increased productivity and inclusive growth It also identifies key issues constraints and areas of improvement in making skills training more responsive to emerging labor market needs in South Asia as an important factor in sustaining high economic growth The report was completed in 2012 under the Australian AID supported Phase 1 of Subproject 11 Innovative Strategies for Accelerated Human Resource Development of RETA 6337 Development Partnership Program for South Asia

Technical and Vocational Education and Training in Viet Nam Asian Development Bank, 2014-09-01 This publication is an assessment of major trends strengths and issues in the technical and vocational education and training subsector focusing on formal skills development programs operated by the General Department of Vocational Training of the Ministry of Labor Invalids and Social Affairs of the Socialist Republic of Viet Nam It analyzes the country's technical and vocational training system as well as subsector policies and strategies Data on related issues such as growth in employment education indicators and enrollment rates were collected consolidated and displayed in tabular form to give readers an overall picture and comprehensive view of the development of the subsector

**Demand-Driven Approaches in Vocational Education and Training** Muthuveeran Ramasamy, 2016-09-09 Muthuveeran Ramasamy shows that the formal way of vocational education and training VET in rural areas often ignores the illiterate the less educated and the poor The author demonstrates that VET programs need to be demand driven and consider the socio economic aspects of particular regions Therefore the significance of the study at grassroots level helps customize VET programs to respond to the demand of the individuals vocational training needs of rural people by keeping their endogenous needs at the centre of vocational skill development processes The findings and lessons learnt from action research are also intensively discussed as guiding principles of demand driven approaches from the learners societal perspectives

**Good Practice in Technical and Vocational Education and Training** Asian Development Bank, 2009-11-01 Many developing member countries DMCs of the Asian Development Bank ADB suffer from a shortage of qualified workers Technical and vocational education and training TVET and skills development often provide a slow inflexible inadequate and inefficient response to the needs of labor markets This good practice guide supports ADB's education sector staff and other planners in their dialogue with governments and other stakeholders of education in the DMCs aimed at analyzing the TVET sector and its directions The publication highlights strategic questions and presents investment design issues including the strengths and weaknesses of different forms of training and financing It discusses the

lessons learned from ADB's experiences in the sector and their implications for future TVET projects. Checklists provide a practical tool for evaluating proposed investments.

**International Handbook of Education for the Changing World of Work** Rupert Maclean, David Wilson, 2009-06-29 This six volume handbook covers the latest practice in technical and vocational education and training TVET. It presents TVET models from all over the world, reflections on the best and most innovative practice and dozens of telling case studies. The handbook presents the work of established as well as the most promising young researchers and features unrivalled coverage of developments in research policy and practice in TVET.

**Expanding Opportunities and Building Competencies for Young People**, 2005-01-01 Annotation The report articulates the key issues facing secondary education and presents a policy framework for decision makers in developing countries to transform their secondary education systems so as to meet the twin challenges of expanding access and improving quality and relevance.

**Building the Skills for Economic Growth and Competitiveness in Sri Lanka** Halil Dundar, Benoît Millot, Yevgeniya Savchenko, Harsha Aturupane, Tilkaratne A. Piyasiri, 2014-05-29 This book examines skills demand and supply in Sri Lanka and offers insightful analysis of the education and training system and its responsiveness to changes in demand for skills. The book also provides suggestions on how the skills development system can be improved to better achieve Sri Lanka's development goals.

Global Review of Training Funds UNESCO, 2023-01-12 Ushepia - Crossing Boundaries Emma Arogundade, 2015-09-21 A collection of work by scholars who present their work and expertise in a variety of fields and disciplines. These scholars are bound together by their experiences as Universities Science Humanities Law and Engineering Partnerships in Africa USHEPiA Fellows.

Reaching Out to Africa's Orphans K. Subbarao, Diane Coury, 2004-01-01 This title makes a substantial contribution to our understanding of the many risks and vulnerability faced by orphans and the ameliorating role played by the actions of governments and donors.

**Youth and Skills**, 2012-01-01 Many young people around the world, especially the disadvantaged, are leaving school without the skills they need to thrive in society and find decent jobs. As well as thwarting young people's hopes, these education failures are jeopardizing equitable economic growth and social cohesion and preventing many countries from reaping the potential benefits of their growing youth populations. The 2012 Education for All Global Monitoring Report examines how skills development programmes can be improved to boost young people's opportunities for decent jobs and better lives. Publisher's description.

*Realising the Demographic Dividend* Santosh Mehrotra, 2015-12-10 This book discusses policies to achieve inclusive growth in India and realise the demographic dividend which will end by 2040 when India will become an aging society. India is the world's fastest growing large economy but jobs are not growing equally rapidly. The size of India's youth workforce is worrying and the largely informal workforce is not covered by social insurance. Universal elementary education despite the Right to Education Act 2009 is yet to be achieved. Health outcomes have improved only slowly over the years. Furthermore, sanitation still remains a very serious problem. As an economist and former policy maker, the author discusses specific policies to address

these problems well beyond what is currently being practised The book also deals with the governance issues that need to be addressed before inclusive growth can be attained

### **OECD Reviews of Vocational Education and Training**

**Apprenticeship and Vocational Education and Training in Israel** Kuczera Małgorzata,Bastianić Tanja,Field

Simon,2018-06-14 One of a series of studies on vocational education and training this review assesses the apprenticeship system and vocational education and training in Israel and provides policy recommendations Israel has experienced strong economic growth over the last decade and labour shortages are

### **Financing Education in Sub-Saharan Africa**

UIS,UNESCO-IIEP,UNESCO Office Dakar and Regional Bureau for Education in Africa,2011-01-01 In the current economic climate how can African governments provide every child with a decent education This report provides the statistical evidence to evaluate the policy trade offs in responding to the rising demand for primary and secondary education in sub Saharan Africa The report presents the most comprehensive and timely data available on the financing of education in 45 sub Saharan African countries In addition historical data enable the authors to track trends since the World Education Forum in 2000 and examine the financial impact of the steadfast commitment of many African governments to provide universal primary education Over the past ten years real expenditure on education has risen by 6% annually across the region It is often assumed that the resources were used to widen enrollment Yet recent data show that many countries also made significant investments to improve their educational services The report also introduces new indicators on critical issues such as the qualifications and salaries of teachers the running costs of schools and the provision of textbooks The authors examine financing trends in private education as well as official development assistance which accounts for more than 50% of public education budgets in some countries In short this report provides the facts not assumptions to analyse policy options and optimise the use of limited financial resources P 4 of cover

### **Striving for Better Jobs** Roberta Gatti,Diego F.

Angel-Urdinola,Joana Silva,András Bodor,2014-09-12 While economic growth has been sustained for a number of years in many countries in the Middle East and North Africa MENA region this has not resulted in the creation of an adequate number of jobs and has succeeded at best in generating low quality informal jobs While there is a great deal of heterogeneity across countries informality in MENA is widespread and some countries in the region are amongst the most informal economies in the world The book looks at informality through a human development angle and focuses specifically on informal employment In line with this approach the working definition for informality adopted in the book is lack of social security coverage usually understood as pensions or if a pension system does not exist as health insurance which captures well the vulnerability associated with informal employment Informal workers in MENA are generally engaged in low productivity jobs more so than in comparator countries are paid less for otherwise similar work in the formal sector and self report low levels of satisfaction at work Also informal workers in MENA face important mobility barriers into formal employment and thus lack of social security coverage against health unemployment and old age risks Formal employment in

the MENA region is strongly associated with public sector employment Opportunities for formal employment in the private sector in the region remain very limited The book identifies 5 strategic directions to promote long term inclusive growth and formality namely i fostering competition ii realigning incentives in the public sector iii moving towards labor regulations that promote labor mobility and provide support to workers in periods of transition iv enhancing the productivity of informal workers through training and skills upgrading and v reforming existing social insurance systems and introduce new instruments for coverage extension This book is addressed to policy makers academics and practitioners who wish to understand the phenomenon of informal employment and policy options for promoting more inclusive and productive labor market opportunities



Delve into the emotional tapestry woven by Crafted by in **Financing Vocational Training In Sub Saharan Africa Africa Human Development Series** . This ebook, available for download in a PDF format ( \*), is more than just words on a page; it is a journey of connection and profound emotion. Immerse yourself in narratives that tug at your heartstrings. Download now to experience the pulse of each page and let your emotions run wild.

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