



United Nations
Educational, Scientific and
Cultural Organization

Better Education for Africa's Rise

THE BEAR PROJECT

► Why? Transforming TVET in the SADC region

Education is key to sustainable development in Africa. Technical and Vocational Education and Training (TVET) is seen as one of the best ways of alleviating poverty and empowering individuals while at the same time giving enterprises the skills they need to drive economic growth.

As part of its Technical and Vocational Education and Training Strategy, UNESCO is advocating for increased support for TVET in Member States and more particularly in the Southern African Development Community (SADC).

The Government of the Republic of Korea is supporting five SADC countries (Botswana, DR Congo, Malawi, Namibia and Zambia) in the TVET sector through a new project - Better Education for Africa's Rise or the BEAR project.

At the 2010 SADC ministerial meeting, countries recognised that TVET is a key factor for enabling economic development and decided more work was needed to improve TVET systems.

Better Education for Africa's Rise aims to do just that. With its comprehensive, structured approach, this project is working to update curricula, better train teachers, boost infrastructure and engage employers and enterprises in helping TVET to focus on specific sectors carefully chosen for their potential for creating jobs. It aims to increase people's access to quality TVET, with a special focus on young people. The ultimate aim of the project is to help promote better TVET systems and to give young people a better chance of finding a job.

The project's time frame is five years (2011-2016) and the overall budget is US\$10 million. A new type of development co-operation is being established, whereby a newly developed country shares its expertise in education with others that are looking for ways to develop.



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Second workshop of the BEAR project, Botswana, August 2013

► What? General aims of the project

Developing national capacities for leading TVET reforms

- To improve the knowledge base and capacity of TVET systems
- To develop evidence-based TVET policies by setting up sectorial committees in each country for analyzing needs on the labour market and developing appropriate curricula
- To enhance TVET teachers' training capacities and develop a management information system

Supporting public-private partnerships

- To implement sectorial programmes in five countries of SADC through public and private partnerships

► Who for? Targeting youth

Capacity-building activities are aimed at policymakers, experts and teaching staff in TVET institutions in the five countries. At least 1,000 young people (200 in each country) will benefit directly from the project through updated curricula and better quality provision. Some 500 staff from public and private organizations, including teachers, will benefit from improved infrastructure and guidance and the possibility of work placements in enterprises. BEAR will measure the impact on young beneficiaries in terms of the numbers finding work and the quality of the jobs found.

TVET & YOUTH

► What are the expected outcomes in the five countries?

In **Botswana**, the BEAR project is focusing on the tourism industry. Botswana's government sees tourism as "a strategic sector for generating foreign exchange, attracting FDI (foreign direct investment), creating employment and reducing poverty particularly in the rural areas." In its 2009 Human Resource Development strategy, it further describes tourism as the country's second key natural asset after mining and possibly a future driver of the economy.

Botswana's Minister of the Environment, Wildlife and Tourism said at the official launch of the customer care training programme in Gaborone in November 2013: "the staff providing for our tourists is the hidden gem that will unlock growth in this industry and lead the nation to prosperity."

The overall aim is to make sure that TVET programmes equip people with skills which are relevant to the needs of businesses and individuals, with a special focus on training for chefs and tourism consultants. A more specific objective is to boost the employability of graduates of formal TVET in tourism in line with Botswana's Vision 2016.

UNESCO is working with Botswana's Ministry of Education and Skills Development and the Tourism Sector Committee to achieve this.

The main components and expected outcomes are: curriculum development and labour market analysis; improving teaching capacity and learning environments; developing a management information system.

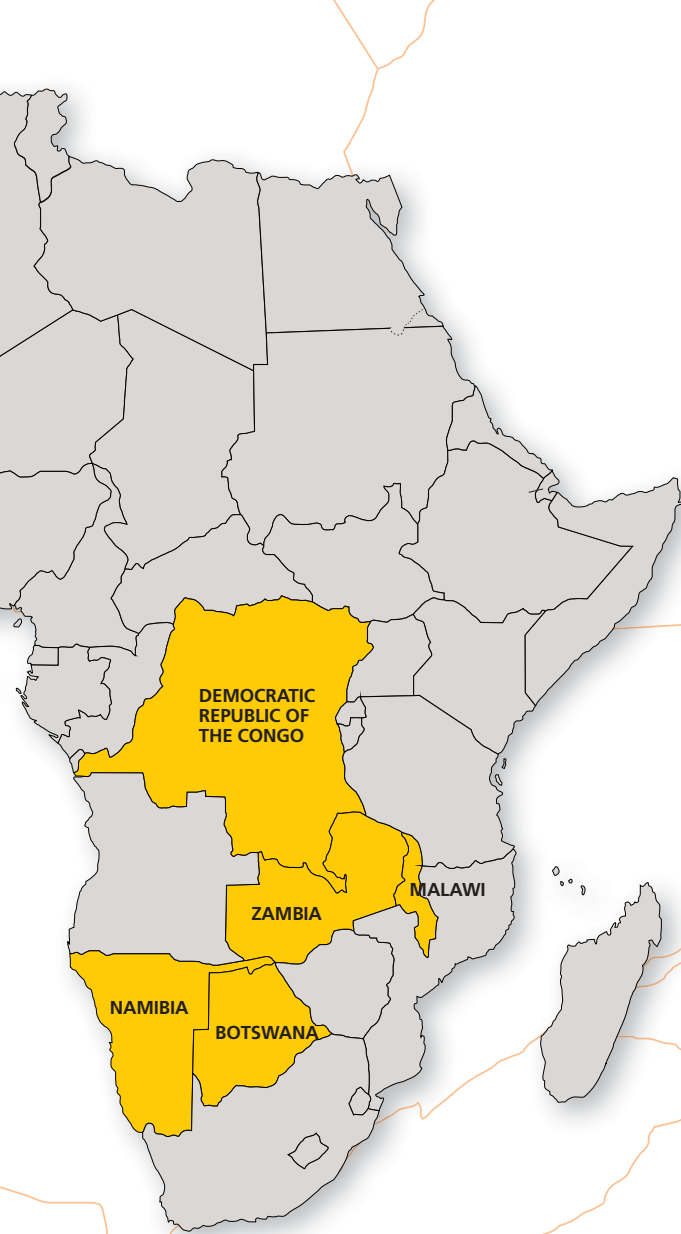
"The staff providing for our tourists is the hidden gem that will unlock growth in this industry and lead the nation to prosperity."

BOTSWANA'S MINISTER OF THE ENVIRONMENT,
WILDLIFE AND TOURISM

In **DR Congo**, the BEAR project is concentrating on TVET for the construction and agricultural sectors, identified by the Congolese Government in 2012 as some of the main levers for economic development and poverty reduction.

The overall aims are to improve the implementation of the Congolese Ministry of Primary, Secondary and Professional Education (MEPSP)'s TVET strategy for boosting youth employability and to improve equity and access to TVET. A new model for organising and managing TVET institutions serving this sector is being developed. There will be a specific focus on training for the trades of metal worker and construction electrician. UNESCO is working with MEPSP to achieve this.

The main components and expected outcomes are: curriculum development and labour market analysis; improving teaching capacity and learning environments; introducing new models of management; improving the quality and relevance of training in beneficiary institutions; enhancing the capacity of TVET teachers to deliver TVET programmes; developing a management information system; setting up a new transferable model for organising and managing multi-service TVET institutions.



In **Malawi**, the BEAR project is focusing on TVET for the agro-processing and construction sectors. Agriculture is the mainstay of the Malawian economy, contributing around one-third of GDP and the vast majority of export earnings, according to the Common Market for Eastern and Southern Africa. Agriculture and food security is one of the key areas of the Malawian Government's Malawi Growth and Development Strategy II 2011-2016 or MGDS II, the overarching medium-term strategy for achieving long-term development goals. Housing and urban development is a significant sub-theme of the MGSD II drive to improve infrastructure.

The overall aim is to help TVET contribute to meet the challenge of transforming Malawi's economy from import-dependent to export-led through lifelong learning. Improving quality, efficiency and equity by focusing on strategic planning, human resource development and an integrated approach to the skills needs of the two sectors are secondary aims. There will be a specific focus on training for the occupations of carpentry and joinery and on agro-processing.

UNESCO, the Ministry of Labour and the Ministry of Education's Technical, Entrepreneurial, Vocational Education and Training Authority are working together to achieve this.

The main components and expected outcomes are: setting up a sustainable and replicable model for matching demand and supply of skills and empowering individuals in the agro-processing and construction sectors; promoting sustainable teaching staff careers that improve teaching capacity in training and management and a better learning environment; developing a management information system to support strategic planning, monitoring and evaluation.

In **Namibia**, the BEAR project is concentrating on TVET for the construction sector. The country's blueprint for development, Vision 2030, focuses on human resources development and upgrading skills in the country as one of eight main priority areas to achieve this long-term vision. Namibia Training Authority or NTA's Industry Skills Committee identifies construction as a priority area for skills development.

The project aims to enhance teacher training and curriculum development as two key priority areas. This calls for close collaboration between NTA, VET institutions and businesses. Beneficiaries of the BEAR project are individuals and businesses who will either acquire useful skills or find the workers they need thereby improving employability and productivity.

UNESCO is working with NTA to achieve this.

The main components and expected outcomes are: updating curricula for carpentry and process plant operator programmes; improving teaching capacity and learning environments; organising a national skills competition to increase the visibility and attractiveness of TVET.

In **Zambia**, the BEAR project is focusing on the construction and tourism sectors which are seen as drivers of national development. The construction sector has grown fast in the past ten years and is seen as a major contributor to employment second only to mining for its ability to create permanent jobs. Tourism is also growing and is seen as a sector with great potential according to a 2011 report by the Zambian Ministry of Tourism, Environment and Natural Resources. The 6th National Development Plan and Zambia's Vision 2030 have also identified tourism as a promising area.

The overall aim is to boost the contribution of TVET to sustainable national development. A more specific objective is to improve the TVET system's capacity for providing equitable access to training to individuals while boosting the supply of relevant skills to industry. UNESCO is working with Zambia's Technical Education, Vocational and Entrepreneurship Training Authority to achieve this.

The main components and expected outcomes are: introducing demand-driven decentralized TVET including alternative modes of delivery such as open and distance learning or recognition of prior learning; increasing equitable access to training in these sectors by developing a management information system; improving the TVET system's capacity to measure its performance.



Kick-off meeting, DR Congo, March 2013



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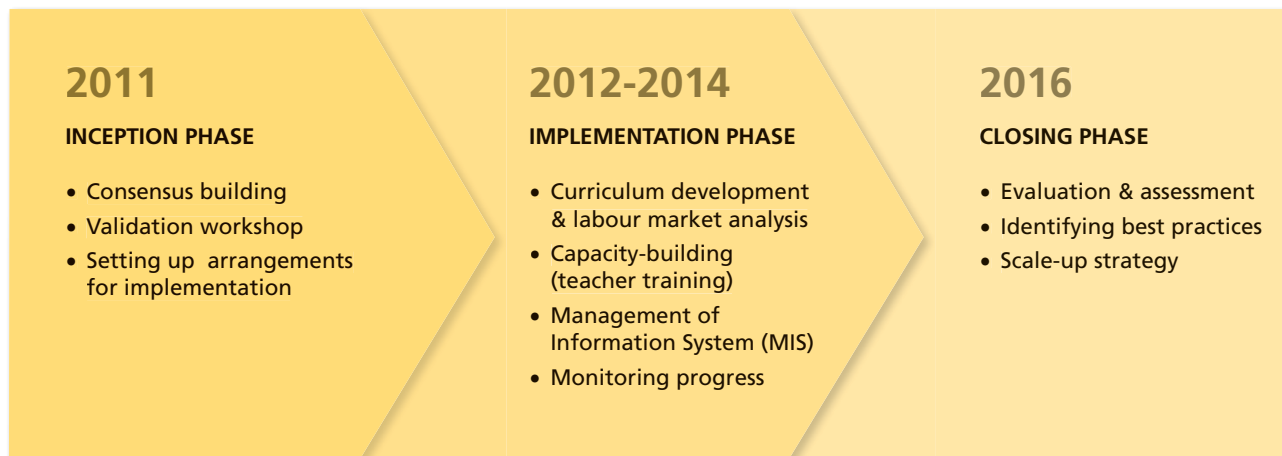
► How? Developing capacity to lead TVET reform

In each of these five countries of SADC, the BEAR project is helping to reshape TVET systems to make them more relevant to the needs of the labour market as well as facilitating individuals' desire to improve their lives. It is taking a two-pronged approach; firstly, it is helping to address the immediate, urgent need for better access to quality TVET with a special emphasis on the needs of young people and secondly it is working towards the broader, more long-term goal of developing national capacities for leading TVET reforms.

This is why the Republic of Korea has decided to support a large-scale intervention in the education sector in Africa. It constitutes an interesting example of how a newly developed country is using its experience of harnessing effective TVET to contribute to the economic growth of others.

BEAR

Phases of the project



**For more information on the BEAR project,
please contact:**



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Cultural Organization



United Nations
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Cultural Organization

Mr Borhene Chakroun, Chief of TVET section
Ms Miriam Preckler, TVET section
UNESCO HQ, Paris-France
bearproject@unesco.org



Ministry of Education in Korea
www.moe.go.kr



Mr Raymond Doherty
National Project Coordinator - Botswana
r.doherty@unesco.org



Mr Freddy Kabala
National Project Coordinator - DR Congo
f.kabala-mbayi@unesco.org



Mr Harry Kamdima
National Project Coordinator - Malawi
hg.kamdima@unesco.org



Ms Veruschka Mackay
National Project Coordinator - Namibia
v.mckay@unesco.org



Ms Sarah Kaulule
National Project Coordinator - Zambia
ss.kaulule@unesco.org