The BEAR project supports the implementation of activities that will develop national capacities for leading TVET reforms. It also supports public-private partnership.

The activities consist of:
- Promoting and transforming TVET in Eastern Africa through improving the relevance, quality and perception of technical and vocational education and training (TVET) systems in five countries: Ethiopia, Kenya, Madagascar, Uganda and the United Republic of Tanzania.
- The BEAR project is a five-year joint initiative supported by UNESCO and the Republic of Korea to improve the relevance, quality and perception of Technical and Vocational Education and Training (TVET) systems in five Eastern African countries: Ethiopia, Kenya, Madagascar, Uganda and the United Republic of Tanzania.

To improve access to decent employment and generate self-employment for youth in Eastern Africa, the BEAR project aims to strengthen TVET systems with the support of five selected Eastern African countries: Ethiopia, Kenya, Madagascar, Uganda and the United Republic of Tanzania.

Transforming TVET in Eastern Africa

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 the industries the skills they need to drive economic growth.

Better Education for Africa’s Rise II

Better Education for Africa’s Rise II (BEAR II) is a five-year joint initiative supported by UNESCO and the Republic of Korea to improve the relevance, quality and perception of Technical and Vocational Education and Training (TVET) systems in five five Eastern African countries: Ethiopia, Kenya, Madagascar, Uganda and the United Republic of Tanzania.

Activities and background

The BEAR project supports the implementation of activities that will develop national capacities for leading TVET reforms. It also supports public-private partnership.

The activities consist of:
- Promoting and transforming TVET in Eastern Africa through improving the relevance, quality and perception of technical and vocational education and training (TVET) systems in five countries: Ethiopia, Kenya, Madagascar, Uganda and the United Republic of Tanzania.
- The BEAR project is a five-year joint initiative supported by UNESCO and the Republic of Korea to improve the relevance, quality and perception of Technical and Vocational Education and Training (TVET) systems in five Eastern African countries: Ethiopia, Kenya, Madagascar, Uganda and the United Republic of Tanzania.
In Ethiopia, the BEAR project activities are focused on the agro-processing sector, which is a priority for the Ethiopian Government. The agro-processing sector has been chosen because of its contribution to the country’s economic growth, its potential for job creation in the labour market, and for generating synergies by collaborating with other development partners such as other UN organizations and bilateral development agencies.

The project is developed in close partnership with the Ministries of Education and the result of a series of meetings and consultations with the governments and stakeholders of the TVET sector in the beneficiary countries. To address the identified issues, the BEAR project will support each beneficiary country in transforming their TVET systems to promote decent work and entrepreneurship, and improve the socio-economic growth in a perspective of sustainable development.

Through sectoral interventions and specific capacity-building activities aimed at policymakers, experts and teaching staff in TVET institutions, the project aims to:

- Increase relevance of TVET to the needs of the economy and the labour market;
- Enhance quality of TVET learning programmes and institutions including the quality of the training they provide;
- Improve perception of TVET among young people, enterprises and society.

Project phases:

- 2017 (Inception phase)
  - Advocacy/consensus building/ start-up of activity
- 2018-2020 (Implementation phase)
  - Full-scale implementation
  - Monitoring of progress
- 2021 (Closing phase)
  - Evaluation, identification of best practices, and expansion
Focus areas in the five countries

In Ethiopia, the BEAR project activities are focused on the agro-processing sector, which is a priority for the Ethiopian Government. The agro-processing sector has been chosen because of its contribution to the country’s economic growth; its potential for job creation in the labour market; and for generating synergies by collaborating with other development partners such as other UN organizations and bilateral development agencies.

In Kenya, the BEAR project is strengthening TVET systems with focus on environmental sector, selected for its potential for economic growth, green jobs creation and environmental preservation. The sector was identified by the national government in line with Kenya’s Green Economy Strategy and Implementation Plan (2016-2030) and the National Climate Change Response Strategy (2010).

In Uganda, the BEAR project is concentrating on post-harvest management and agro-food processing. Agriculture is the backbone of Uganda’s economy, and an advance in agriculture has high potential for both employment and economic growth.

In Madagascar, the focus of the BEAR project is on the textiles industry, one of the five national priority sectors. With high potential for creating formal employment, the textiles industry’s entry point is expected to provide positive impact on socio-economic development in the country.

In the United Republic of Tanzania, the BEAR project gives attention to the agribusiness and creative industries.

Project phases:

- 2017 (Inception phase)
  - Advocacy/consensus building/start-up of activity

- 2018-2020 (Implementation phase)
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  - Monitoring of progress

- 2021 (Closing phase)
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Project phases:

2017 (Inception phase)
- Advocacy/consensus building/ start-up of activity

2018-2020 (Implementation phase)
- Full-scale implementation
- Scoping mission and planning
- Monitoring of progress

2021 (Closing phase)
- Evaluation, identification of best practices, and expansion

Focus areas in the five countries

Kenya
- The BEAR project is strengthening TVET systems with focus on environmental sector, selected for its potential for economic growth, green jobs creation and environmental preservation. The sector was identified by the national government in line with Kenya’s Green Economy Strategy and Implementation Plan (2016-2030) and the National Climate Change Response Strategy (2010).

Uganda
- In Uganda, the BEAR project is concentrating on post-harvest management and agro food processing. Agriculture is the backbone of Uganda’s economy, and an advance in agriculture has high potential for both employment and economic growth.
In Ethiopia, the BEAR project activities are focused on the agro-processing sector, which is a priority for the Ethiopian Government. The agro-processing sector has been chosen because of its contribution to the country’s economic growth; its potential for job creation in the labour market; and for generating synergies by collaborating with other development partners such as other UN organizations and bilateral development agencies.

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Focus areas in the five countries

**Ethiopia**

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**Madagascar**

In Madagascar, the focus of the BEAR project is on the textiles industry, one of the five national priority sectors. With high potential for creating formal employment, the textiles industry’s entry point is expected to provide positive impact on socio-economic development in the country.

**United Republic of Tanzania**

In the United Republic of Tanzania, the BEAR project gives attention to the agro-processing and creative industries. This is in line with the National Skills Development Strategy (2016-2027) which aims to build a skilled and competitive Tanzanian workforce capable of effectively fostering inclusive and sustainable socio-economic growth.
The Better Education for Africa’s Rise II (BEAR II) is a five-year joint initiative supported by UNESCO and the Republic of Korea to improve the relevance, quality and perception of Technical and Vocational Education and Training (TVET) systems in five Eastern African countries: Ethiopia, Kenya, Madagascar, the United Republic of Tanzania and Uganda.

The BEAR project supported the implementation of activities that will develop national capacities for leading TVET reforms. It also supports public private partnership.

The activities consist of:

- Identifying skills gaps and improving TVET training capacities by upgrading teacher training programmes in selected institutions and enhancing a close partnership with the labour market;
- Improving the perception of TVET through activities such as organizing a skills competition, developing better career guidance and counselling services, implementing an updated curriculum or connecting TVET to other levels of education.

The project builds on national and regional development plans and priorities of the five countries and on UNESCO’s existing work in the region, including the follow-up to the Mabo Process adopted in 2016 to strengthen TVET in Eastern Africa.

It also integrates lessons learned from the design and implementation of the first BEAR project conducted in 2012-2017 in five countries of the Southern Africa Development Community (SADC): Botswana, Democratic Republic of Congo, Malawi, Namibia and Zambia.

Better Education for Africa’s Rise II
Promoting and transforming TVET in Eastern Africa

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EN/MS project/ES/BEAR

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Division for Policies and Lifelong Learning
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UNESCO Education Sector
Promoting and transforming TVET in Eastern Africa

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To improve access to decent employment and generate self-employment for youth in the Eastern African region, the BEAR II project aims to strengthen TVET systems in close collaboration with five selected Eastern African countries: Ethiopia, Kenya, Madagascar, the United Republic of Tanzania and Uganda.
The BEAR project supports the implementation of activities that will develop national capacities for leading TVET reforms. It also supports public-private partnership.

The activities consist of:

- Identifying the skills gaps and needs to anticipate and diagnose the labour market needs to implement evidence-based programmes, curricula and policies that meet the needs of individuals and industries, and the increasing demands of emerging digital economies and requirements for transitioning to sustainable development;
- Identifying skills gaps and improving TVET training capacities by upgrading teacher-training programmes in selected institutions and enhancing a close partnership with the labour market;
- Improving the perception of TVET through activities such as organizing a skills competition, developing better career guidance and counselling services, implementing an updated curriculum or connecting TVET to other levels of education.

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Better Education for Africa's Rise II
Promoting and transforming TVET in Eastern Africa

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Transforming TVET in Eastern Africa

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Ethiopia
Ministry of Education
http://www.education.go.et

Kenya
Ministry of Education Kenya
http://www.education.go.ke

Madagascar
Ministry of Education, Science and Technology
http://www.moe.gov.et

The United Republic of Tanzania
Ministry of Education, Science and Technology

Uganda
Ministry of Education and Sports
http://www.education.go.ug